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ABSTRACT

A total of 21, masters or doctoral candidate, experienced teachers participated in this full-year teacher education program conducted at Ohio University. The specific objectives were to provide teachers with: 1) a systematic program of study; 2) a substantive background in economics with emphasis on the analytical methods; 3) assistance in using these methods of inquiry in the development of elementary and secondary social science curricula; and, 4) knowledge of the new curriculum materials out of the research and development projects. With the purpose of the study to evaluate this program the focus was on: 1) the priority of the educational needs to which the program objectives were directed; and, 2) the program effectiveness and efficiency in meeting these needs. The procedures used were based on the model developed by the Center for Instructional Research and Curriculum Evaluation (CIRCE). The program rationale was analyzed first, then the data were organized around three major gestalts including: antecedents, transactions, and program outcomes. Formative evaluation of changes during the operation of program were analyzed within these gestalts. Monitoring occurred on a day-to-day basis with additional data gathered from observations made by a CIRCE evaluator who interviewed participants, faculty, and administrators. The study revealed that the objectives, content, and methods were well-suited for an effective long-term program in economic education. (Author/SBE)

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AN EVALUATION OF AN EXPERIENCED TEACHER FELLOWSHIP PROGRAM IN ECONOMIC EDUCATION, 1969-70

SO 001 290

by

Gerald F. Draayer

August 29, 1970

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Many individuals deserve credit for making the Experienced Teacher Fellowship Program and the subsequent evaluation of the program possible. Several individuals and groups may be singled out for special acknowledgment.

Throughout the year, the twenty-one Fellows who participated in the program gave generously of their time to discuss the program, respond to questionnaires, and complete testing instruments. The responses and comments of the Fellows were helpful for directing and evaluating the program.

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CHAPTER I

THE PROBLEM, DEFINITIONS OF TERMS, LIMITATIONS OF THE STUDY, AND ORGANIZATION OF THE REMAINDER OF THE STUDY

The Experienced Teacher Fellowship Program in Economic Education and Related Social Sciences, 1969-70, (hereafter designated as the ExTFP) was a full-year educational program for experienced teachers that commenced in June, 1969, and terminated in June, 1970. The ExTFP was sponsored by the U.S. Office of Education (USOE) under the Education Professions Development Act (EPDA) and administered through the Department of Economic Education, College of Business Administration, Ohio University.

I. THE PROBLEM

Statement of the Problem. It was the purpose of this study to assess the worth of the ExTFP in terms of (1) the priority of the educational needs to which the ExTFP was directed and (2) program effectiveness and efficiency in meeting these needs. The analysis of the ExTFP was organized around the program's (1) rationale, (2) antecedents, (3) transactions, and (4) outcomes.

Importance of the study. The demands for higher teacher salaries, special training programs, improved and more versatile facilities, and new, more, and often more costly teaching equipment and materials have in recent years increased substantially the costs of education in the United States. Federal, state, and local governmental agencies, along with some private educational foundations, have contributed financial support to meet these demands. Presumably, the improvements in education that were realized through this added support have produced a positive effect on the nation's teachers and learners and the many educational institutions throughout the country that were expected to benefit from the changes.

There is little evidence, however, to indicate that even the more grandiose projects and large-scale innovations have produced positive results.[1] Furthermore, despite the vast increase in expenditures for education generally, educators have been phlegmatic toward evaluation. This attitude is perhaps due in large part to the fact that sufficient funds have not been made available to conduct the necessary evaluation of new programs, materials, and innovations in pedagogy coupled with a sensitivity of educators toward evaluation. Thus, whereas business firms may spend up to ten percent and more of their gross revenues for on-going evaluation, education, America's largest industry, often limits evaluation of programs and other changes and innovations to an estimated less than one percent of total cost. With federally-funded programs, it has become a common practice to limit program evaluation to the several pages of the required final report requested from the program director.

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[1] See, for instance, an assessment of the effectiveness of Title I Projects by Robert A. Dentler. "Urban Eyewash: A Review of 'Title I/Year II,'" The Urban Review. Vol. 3, No. 4 (New York: Center for Urban Education, Feb., 1969), pp. 32-33.

Under the EPDA, federal legislation approved in June, 1967, the USOE administration began to place greater emphasis on program evaluation. The act calls for an annual report on the education profession by the commissioner of education to the Congress. Congressmen, and in turn the USOE administration, began to demand systematic evaluation of special programs because of the vast increases in expenditures for education under the National Defense Education Act (NDEA), legislation that was in large part subsumed under EPDA, and the paucity of evidence of program achievement or effectiveness. The extent of the financial support provided through the USOE is suggested by the USOE budget to support programs for teachers in the Basic Studies. For, instance, the fiscal year, 1968, USOE budget for Basic Studies programs under NDEA was in excess of $34 million for 624 projects and more than 16,000 participants; budget appropriations for the fiscal year, 1969, in the Basic Studies under EPDA was in excess of $21 million in support of 297 projects for almost 14,000 participants.

Reflecting the greater concern over measurements of program effectiveness, the draft guidelines that were sent to prospective program directors who planned to submit proposals for program support in the Basic Studies under EPDA in 1969 called for in-depth evaluation as an important criterion in proposal assessment. It was soon recognized, however, that sufficient funds could not be provided to implement such plans, and further, that there were an insufficient number of trained personnel, evaluation centers, and appropriate evaluation models to meet the sudden increase in demand. Thus, the final guidelines were altered; the mandatory evaluation requirements found in the draft guidelines were changed to read:

> Applicants...may make provision in their proposals for independent evaluations of their projects. While such evaluations are not required, evidence of provision for meaningful evaluation performed by competent personnel will be a positive factor in the proposal review and the approval process.[2]

Although the evaluation mandate had been lifted temporarily, the assessment of program worth and effectiveness, measured through the use of a variety of evaluation techniques, remained a high priority with the staff of the USOE.

USOE administrators are currently considering an increase in expenditures for program evaluation more in line with the type of evaluation and extent of expenditures for evaluation common in business and industry.

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[2] Guidelines: The Preparation of Proposals for Education Personnel Development Grants, 1968, 1969, 1970. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, April 26, 1968), p. 10.

The direction of future program evaluation in education was suggested in the statements of Joseph Young, Executive Director, National Advisory Council on Education Professions, who in testimony before the U.S. Senate Subcommittee on Education, criticized severely "premature evaluation" along with "almost total preoccupation with so-called 'hard data' developed by the mass use of standardized tests." Arguing that present evaluation procedures, that often center around scores made on standardized tests, provide only one kine of evidence of program effectiveness, Young suggested the need for a variety of evaluation techniques to capture the "full sense of a project."[3]

This study of the ExTFP represented an attempt to implement appropriate evaluation procedures as recommended by Joseph Young. Although there are recognized limitations, the study represents an effort to assess program worth with attention given to the process that shaped the program's outcomes rather than the product alone. The type of evaluation model that has been employed may be expected to characterize future evaluation plans for similar educational programs.

Finally, the USOE administration has virtually eliminated summer institutes and year-long fellowship programs for experienced teachers in the Basic Studies for 1970-71. Programs in the Basic Studies--including economics, history, sociology, and others--have been replaced by teacher programs in bilingual education, reading, civics, and drug abuse. Although there appears to be little evidence to support any contention that the former programs were unsuccessful, inappropriate, or ineffective, there was apparently a greater demand for program support in the latter areas.. This study may serve to validate or invalidate criticisms of the former programs and suggest appropriate evaluation procedures for assessing future teacher programs. Directors of funding agencies, especially the USOE, may therefore find this study beneficial for future planning and programming.

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[3] Joseph Young. "Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare." (U. S. Senate, 91st Congress, 1st Session, S. 2218, H. R. 514, Part 2.) Elementary and Secondary Education Ammendment of 1969, Part 2. (Washington, D. C.: U. S. Printing Office, 1969), pp. 1097-1099, passim.

II. DEFINITIONS OF TERMS USED

Rationale. The program rationale indicates the philosophic background and basic purposes of the program. Further, the rationale provides one basis for evaluating program intents, i.e., for analyzing whether the plan developed by the program staff constituted a logical step in the implementation of the program's basic purposes.

Antecedents. An antecedent is any condition existing prior to teaching and learning which may relate to outcomes. For this study, the antecedents to be analyzed include (1) program context, (2) curriculum content, (3) program design, and (4) student characteristics.

Transactions. Transactions are the succession of engagements that comprise the process of the program. For this study, transactions to be analyzed include (1) courses, (2) practicum experiences, (3) group processing and group interaction, and (4) communication flows and organization.

Outcomes. Outcomes are the consequences of the program. For this study, the outcomes to be analyzed include (1) measurements of changes in cognition and attitude, (2) some overall impressions, (3) employment and status changes, and (4) institutional effects.

ExTFP. In this report, the initials ExTFP are used to designate the Experienced Teacher Fellowship Program in Economic Education and Related Social Sciences, 1969-70, which was conducted at Ohio University. Initials are not used when reference is made to other Experienced Teacher Fellowship Programs, including a similar program conducted at Ohio University, 1967-68. The ExTFP should not be confused with "The Experienced Teacher Fellowship Program," a general reference to the collective programs supported under NDEA and EPDA. At times, and when the context is clear, the ExTFP is referred to as "the program."

Fellows. The total group of Fellows were the twenty-one experienced teachers who participated in the ExTFP; Fellow designates one participant. Occasionally, Fellow is used synonymously with "participant." An M.A. Fellow was a program participant seeking the M.A. in Economic Education; a Ph.D. Fellow was a program participant and candidate for the Ph.D. in Secondary Education with a concentration in Economic Education.

III. LIMITATIONS OF THE STUDY

Financial constraints. The proposal submitted to the USOE requesting support for the ExTFP included detailed plans for an internal and external evaluation of the program. However, sufficient funds were not made available by the USOE to engage the proposed educational evaluation center in the external assessment. (See Appendix A for the plans for external evaluation prepared by J. Thomas Hastings, Director, Center for Instructional Research and Curriculum Evaluation [CIRCE] a document that was also included in an appendix to the original program proposal submitted to the USOE.)

An extensive assessment of the program by an external educational evaluation center would have contributed positively to the evaluation plans. Under even more elaborate plans, a systematic recording and reporting of the opinions of many individuals, including spokesmen for society at large, philosophers, psychologists, programmers, and others would have helped to validate judgments concerning program worth. However, except for a two-day campus visit by a CIRCE staff member, the plans for external evaluation were not supported or conducted.

The internal plans for program evaluation were approved by the staff of the USOE, and were expanded to include the major features of the evaluation recommended by the faculty of CIRCE. The responsibility for the evaluation of the ExTFP was assumed by the author of this study who served also as the associate director of the ExTFP.

Sources of invalidity. Since the ExTFP was an educational "training" program and not an "experimental" program, internal and external sources of invalidity may be identified. Techniques of scientific investigations that allow generalizations to other populations not employed in this study include the lack of (1) randomization, and (2) the necessary control-experimental groups. These specifications were omitted because of the nature of the program and, in turn, the nature of the study.

Randomization of the program's Fellows was not considered feasible because the program had specific selection criteria. Given these criteria, it would have been difficult to establish control-experimental groups for comparison since no equivalent groups, i.e., programs consisting of similar students or objectives, could be identified. It may have been possible to compare one fellowship program in economics with another, but the comparison of one experimental group with another experimental group, rather than with a control group, would have violated the procedures for "good" design that justify external generalization. Furthermore, such a comparison would have perforce centered around student behaviorial outcomes or product while neglecting other pertinent factors including antecedents and transactions.

Similarly, evaluation studies that rely heavily on "hard" data to determine program worth must focus attention on product and achievement as measured by scores on standardized tests. Although an analysis of test scores may give some indication of program worth and individual and group achievement, such studies do not capture the "full sense of a project" or give indication of the process that led to any reported achievement. Since educators are often as interested in how a goal was achieved as they are in the fact that it was or was not achieved, it becomes necessary to employ a variety of techniques and to gather data from many sources in order to determine program worth. Such process data have utility for replication and future programming.

In conclusion, it is important to examine the limitations of "good" experimental design and "hard" data in the evaluation of special training programs. Limitations include an emphasis upon product or outcome when in many instances educators have a greater interest in process or how a goal was achieved than in the extent to which it was or was not achieved. Second, to establish validity in a control-experimental group situation, it becomes necessary to hold independent variables constant and to limit or eliminate internal and external interference. Such experimentation is inadequate for the evaluation of training programs since changes and modifications of the program while it is in progress are often necessary and judicious. Thus, the evaluation of educational training programs must be more characteristic of the ongoing evaluation common in industry and less characteristic of the laboratory research and evaluation common to the natural sciences and psychological research studies.

Experimentation with the research model. The research model adapted for this study has been used for curriculum evaluation, but not extensively for program evaluation. Furthermore, among the several models that have been developed for curriculum and program evaluation, there are few relevant or readable research studies using these models available.[4] However, the faculty of the CIRCE evaluation center that designed the research model adapted for this study used it to evaluate a number of special programs including several Title III projects. Assistance provided by CIRCE was helpful in organizing this study and in implementing the research model.

Time constraints. Perhaps the most serious limitation of this study was the failure to measure changes in teaching effectiveness that may occur as a result of participation in the program. One measure of the worth of the ExTFP will be an indication of increased teacher effectiveness as performed by the Fellows in the various educational situations and circumstances where effectiveness may be measured. Such an assessment, which would be difficult to measure, was considered to be far beyond the scope of this study since reliable and meaningful measurements cannot be made until the passage of at least one year. Time constraints, coupled with the magnitude of such a study and the need for adequate funds, perforce led to the elimination of this follow-up evaluation. This study should, however, provide sufficient and pertinent data that may make a significant follow-up study feasible later, perhaps after the constraints of time and funds have been lifted.

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[4] See, for example, Robert E. Stake. "The Countenance of Educational Evaluation," *Teachers College Record 68*, (April, 1967), and mimeographed, p. 2, and Egon G. Guba and Daniel L. Stufflebeam. "Evaluation: The Process of Stimulating, Aiding, and Abetting Insightful Action." (Address delivered at the Second National Symposium for Professors of Educational Research, Boulder, Colorado, November 21, 1968), pp. 2-2a. (mimeographed)

IV. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter 2 of this study is devoted to a review of related research. Research procedures employed in the study are presented in Chapter 3. The analysis and interpretation of the data are given in Chapter 4. The summary, conclusions, and recommendations are presented in Chapter 5, followed by a bibliography and appendices.

CHAPTER II

REVIEW OF RELATED RESEARCH

J. Thomas Hastings contends that "Evaluation of educational endeavor is ubiquitous."[1] For instance, the evaluation of educational endeavors is made by teachers and students, administrators and curriculum specialists, and by parents, school boards, school communities, state departments of education, and the members of the U. S. Congress. Furthermore, this evaluation includes both content and method and covers activities that range from the preparation of daily lesson plans, presentations, and testing to the planning and implementation of subject matter content, curriculum theory, and learning psychology.

Despite the scope and extent of evaluation, evident at many levels, and a wide range of circumstances, decision-making is often characterized by intuition rather than analysis. Furthermore, there remains indecision in education regarding (1) who should evaluate, (2) what questions should be asked, (3) what instruments are appropriate, (4) how data should be collected, organized, and analyzed, and (5) what costs accompany effective evaluation. With recent increases in expenditures for education, funding agencies and the public have a right to know if education is producing the desired effects and if the changes induced through new expenditures are in fact improvements.

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[1] J. Thomas Hastings. Evaluation in the Ideal School. (Prepared for the Ideal School Conference Series, Elk Grove Training and Development Center, November 16, 1967), p. 3. (mimeographed)

Guba and Stufflebeam contend that "educators have made a massive response to requirements for evaluation [but] the increased activity alone has not met the need for effective evaluations."[2] They argue, for instance, that the evaluation reports of special programs sponsored by educational agencies of the federal government contain "impressionistic information" and "anecdotal accounts" that do not guide decision-makers. Guba concluded an analysis of thirty-two Title III projects with the statement that:

> It is very dubious whether the results of these evaluations will be of much use to anyone. They are likely to fit well, however, into the conventional man's stereotype of what evaluation is: something required from on high that takes time and pain to produce but which has very little significance for action.[3]

Additionally, Guba reported that conclusions from some of the more analytical evaluation reports produced "no significant difference."[4]

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[2] Guba and Stufflebeam, op. cit., pp. 4-5.

[3] Egon G. Guba. Evaluation and the Process of Change. (Notes and Working Papers Concerning the Administration of Programs, Title III of Public Law 89-10, The Elementary and Secondary Education Act of 1965 as amended by Public Law 89-750, April, 1967, p. 312.) Ibid., p. 6.

[4] Ibid.

Finally, after a careful survey of many evaluation research projects, Guba and Stufflebeam report that many evaluation reports fail to provide decision-makers with the necessary data for making program improvement and thus provide little information of significance to program planning.

I. THE ASSESSMENT OF USOE-SUPPORTED TEACHER PROGRAMS IN THE BASIC STUDIES

USOE Guidelines for evaluation. In funding special programs for teacher education under NDEA and the Higher Education Act of 1965, the USOE administrative staff recognized the need for accountability through appropriate program evaluation. In general, however, accountability for USOE-supported programs centered largely around an assessment by the program's director made at the conclusion of the program and in the form of a final report. A brief chronological synopsis of the changes in emphasis for program evaluation in recent years suggests current concern over program accountability and the desire to measure program effectiveness through appropriate evaluation techniques. Also, the synopsis should help to suggest why there are only a limited number of pertinent research studies pertaining to special teacher education programs available at this time.

The director's handbook for Experienced Teacher Fellowship Programs, 1967-68, made mandatory a final report of each program by the program director to be submitted thirty days after the conclusion of the program.

The final report, the handbook noted,

> ...will serve three main purposes: (1) to inform the office about the program, listing all vital statistics, etc.; (2) to evaluate the program and to discuss any and all problems--and to tell how they were met; and (3) to make suggestions for improving the program. (Complete instructions for the report will be sent at a later date.)[5]

Instructions for the final report were included in the director's handbook for 1968-69 programs to be cited momentarily. (According to a USOE program coordinator, some directors have failed to submit reports that were due as far back as 1965, five years since these programs terminated.)

A USOE bulletin entitled Guidelines: The Preparation of Proposals for the Experienced Teacher Fellowship Program, 1968-69, made only passing reference to plans for program evaluation. In designing the program, proposed directors were required to make provision for program evaluation and follow-up as suggested by the statement that "some indication should be given of the way in which the college or university might expect to evaluate this Experienced Teacher Fellowship Program."[6]

A later USOE document, A Handbook for Directors, which was distributed to directors of 1968-69 summer and academic year programs gave greater details for the writing of the director's final report. The information to be included in the final report also suggested (1) a greater concern over the need for effective evaluation, and (2) the nature of the elaboration of analysis that the USOE was beginning to require. Directors were informed that "at the conclusion of the institute the director's final report must be prepared." Further, directors were informed that the final report should

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[5] The Experienced Teacher Fellowship Program, A Handbook for Directors, 1967-68. (Washington, D. C.: U. S. Department of Health, Education and Welfare, February 1, 1967), p. 21.

[6] Guidelines, The Preparation of Proposals for the Experienced Teacher Fellowship Program, 1968-69. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, October 13, 1967), p. 7.

> Set forth what the institute accomplished in order to appraise its effectiveness. Insofar as possible the aim should be to show how the institute has made measurable improvement in the qualifications of its participants.
>
> Describe major problems which were encountered and make recommendations for the improvement of the institute program.
>
> Include a copy of each statistical report that will be furnished by the Measurement Research Center of Iowa with appropriate corrections and comments. These reports will be sent from Iowa before the institute ends. (No other statistical report will be required.)[7]

Besides the request for accurate financial reporting, twenty-two specific guides for writing the final report were included in the director's handbook. Although "we do not require a legal brief or even a paragraph on each item," a summary of points for directors to consider included

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[7] Institute Programs for Advanced Studies, A Handbook for Directors, Summer 1968, Academic Year 1968-69. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, December 1, 1967), p.24.

USOE-director relations, the director's relations with the university's administration, physical facilities, assessments of the effectiveness of field trips, participant communication with the director and staff, the use and effectiveness of new materials, follow-up arrangements, major strengths and weaknesses of the program, problems encountered and solutions, recommended changes, the potential impact of the institute, and additional comments.[8] Although the nature of the "guide" for writing the final report could, and usually did, lead to "anecdotal accounts," the USOE was not remiss in recognizing the need for program evaluation.

The EPDA initiated in 1968, subsumed summer institutes and academic year programs in the Basic Studies funded previously under NDEA and the Higher Education Act of 1965. An impetus for the evaluation of programs supported under this act was included in the legislation. Section 503 of the act reads:

> (a) The Commissioner [of Education] shall from time to time appraise the nation's existing and future personnel needs in the field of education, including preschool programs, elementary and secondary education, vocational and technical education, adult education, and higher education, and the adequacy of the Nation's efforts to meet these needs. In developing information relating to educational personnel needs, the Commissioner shall consult with, and make maximum utilization of statistical and related information of, the Department of Labor, the National Science Foundation, the National Foundation of the Arts and the Humanities, State educational agencies, State employment security agencies, and other appropriate private and public agencies.

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[8] *Ibid*., pp. 28-29.

> (b) The Commissioner shall prepare and publish annually a report on the education professions, in which he shall present in detail his views of the state of the education professions and the trends which he discerns with the future complexion of programs of education throughout the Nation and the needs for well-educated personnel to staff such programs. The report shall indicate the Commissioner's plans concerning the allocation of Federal assistance under their title in relation to the plans and programs of other Federal agencies.[9]

Thus Congress passed into law a mandate to evaluate educational programs and the state of education throughout the country.

The effects of the new legislation and the legislative mandate for accountability were soon evident in the guidelines and other directives to program directors. Draft guidelines for proposals for special teacher education programs for 1969-70 called for "independent evaluation," requesting all applicants to

> ...make provision in their proposals for support of annual independent evaluation [which] will be an essential element in the consideration of continuation of project funding each year. Arrangements...should be made with institutions, organizations, or agencies that have no direct interest in the subject project. [Further,] ...continual evaluation of projects by their directors or other internal staff is, of course, an essential part of project management.[10]

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[9] Education Professions Development Act, Public Law 90-35. (Reprinted by U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, n.d.), pp. 2-3.

[10] Guidelines, The Preparation of Proposals for Educational Personnel Development Grants, 1968, 1969, 1970. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, n.d.), p. 9.

Specifically, the guidelines noted that the annual independent evaluations should be addressed to two general points:

> 1. An assessment of the priority of the educational need(s) to which the project is directed.
>
> 2. An assessment of the effectiveness and efficiency of the project in meeting the need(s).[11]

Attempts by proposed directors to conform to the new emphasis on and direction of program evaluation resulted in an immediate increase in the demand for specialists of educational evaluation. The sudden increase in demand for independent evaluation, however, overwhelmed the supply of trained evaluators, appropriate evaluation instruments and procedures, and appropriate evaluation theory.[12]

Recognizing the several factors that would prevent the adequate evaluation of proposed programs, guidelines released in April, 1968, called "meaningful evaluations performed by competent personnel... a positive factor in the proposal review and approval process."[13] Three separate documents pertaining to EDPA projects which were released by the USOE staff in November, 1968, and during the summer, 1969, contained the same message to program directors on evaluation recommending "self-assessment, with the object of improving their on-going programs." Meanwhile "some directors will be allowed to undertake the 'independent evaluation' [but] projects that do not include a plan for independent evaluation will not be penalized in any way."[14]

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[11] Ibid.

[12] Guba and Stufflebeam, op. cit., p. 8.

[13] Guidelines, The Preparation of Proposals for Educational Personnel Development Grants, 1968, 1969, 1970. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, April 26, 1968), p. 10.

The citations of shifting policies in the USOE in regards to evaluation do not indicate uncertainty over the need for program evaluation but suggest rather (1) a realization by the USOE administration that appropriate evaluation requires trained personnel, techniques and procedures, and theory, (2) that all three of these elements for appropriate evaluation are in short supply, and (3) advancing the science (or art?) of evaluation is a costly proposition. The citations suggest further that there are at present few evaluation studies that may be consulted as models for program evaluation.

Institute evaluation reports. The survey of evaluation requirements found in USOE proposal guidelines and director's handbooks should not be construed to imply that the USOE administration has been negligent or has not supported evaluation studies of special teacher programs. To the contrary, the USOE administration has supported a number of studies directed toward a critical assessment of funded programs.

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[14] A Handbook for Directors: Education Professions Development Act, (Washington, D. C.: U. S. Department of Health, Education, and Welfare, November 15, 1968), p. 10.

In May, 1966, the Consortium of Professional Associations for the Study of Special Teacher Improvement Programs (CONPASS) was formed. CONPASS consisted of the five associations that had assessed the 1965 Title XI institute programs and included in its membership the American Historical Association, the Association of American Geographers, the Department of Audio-visual Instruction (NEA), the International Reading Association, and the Modern Language Association of America. Invitations to membership were subsequently extended to, and accepted by, the American Economic Association, the American Industrial Arts Association, and the American Political Science Association. Through support from the USOE, CONPASS has directed several studies of special teacher education programs since its inception in 1966 including summer institutes and Experienced Teacher Fellowship Programs.

Examples of the nature of the evaluation conducted by CONPASS study groups may be found via a brief review of two evaluation reports including (1) a 1965 report on summer history institutes directed by John M. Thompson, (a report by an evaluation team commissioned by an association that was a charter member but which in fact antedates CONPASS by one year) and (2) the report on 1966 summer institutes in economics conducted for the Consortium by Jim E. Reese and Robert L. Darcy.

In contemplating their task, the survey team of fifteen historians and specialists in social studies and educational evaluation tried to identify what they believed to be the difference in the forty-eight institute programs in history funded in 1965 and regular graduate courses. The difference they anticipated was the elusive quality of institute training, viz., "the smell of summer."[15] Procedurally, the study was composed of two complementary parts. First, all institute participants were asked to complete a questionnaire, devised by the survey team, during the last half of the institute. Second, members of the survey team, sometimes singly and sometimes in pairs, visited representative institutes for two or more days and tried to sample the program of the institute and the attitudes of the personnel associated with it. The team members normally tried to attend classes, talk informally with participants, and arrange formal interviews with the institute staff and with institute participants selected at random. At the conclusion of the visit, each team member was required to complete a Survey Report Form to summarize his findings.

The data obtained from (1) the questionnaire, (2) the interview forms, and (3) the Survey Report Forms furnished the factual basis for the report. However, to take cognizance of the teams' impressions, a summary conference was held in August, 1965, where a rough draft of the compiled report was read and commented on by the entire survey team.

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[15] John M. Thompson (ed.). Teachers, History and NDEA Institutes, 1965: Report of a Survey Team. (Washington, D. C.: American Council of Learned Societies, 1966), p. 1.

The findings of the survey were organized around eleven major categories. The Table of Contents of the report gives an indication of the major thrust of the survey and the areas that were studied:

I. History Institutes, 1965
II. The Participant
IV. Purpose and Design
V. Types of Participants
The Program of an Institute
  Special Design
  Kinds of Instruction
  Approaches to Content
  Work load and Assignments
  Credit and Grades
VI. Application of Institute Training to Teachers' Classrooms
VII. Coordination and Integration
VIII. Role of the Director
IX. Role of the Staff
X. Role of the Host Institution
XI. Relations with the Schools and the Office of Education

The procedures employed and the areas studied in the comprehensive report of history institutes of 1965 may be observed in later evaluation studies, thus establishing the survey of the history institutes of 1965 as a precursor to later studies and reports.

The Reese and Darcy report on five economics institutes conducted during the summer, 1966, was prepared for CONPASS and represented one of several reports of various institute programs evaluated that summer. Again, the USOE was the sponsoring agency.

The procedure used in this investigation was similar to the survey conducted for the 1965 history institutes. Of the five economic institutes, Reese visited three while Darcy observed the remaining two. In each instance, the observers audited lectures and class sessions and examined materials prepared by the participants. Further, the team analyzed the completed questionnaires that had been prepared and distributed earlier through the USOE. Similar to the procedures of the survey team that examined the history institutes of 1965, the authors of the report on economics institutes met for a writing conference shortly after completing their respective visits to the institutes; later they met for one day with a curriculum specialist to review their findings.

Because they were of the opinion that "...all of the institute directors were experienced in the field of economic education and were selected because of this background, an evaluation in the usual sense was unnecessary." Instead, the reporters looked for "...hints on procedures and methods which might be useful to future directors."[16] Specifically, the thrust of the report and of the study is suggested by the report's Table of Contents which includes, however, a number of tables and appendices omitted here:

Part I - Needs and Objectives
Part II - Institute Personnel
Part III - Content
Part IV - Transfer
Part V - Organization
Part VI - Follow-up
Part VII - Participants
Part VIII - Physical Arrangements and Facilities
Part IX - Observers' Evaluation
Part X - Participants' Evaluation
Part XI - Conclusions and Recommendations

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[16] Jim E. Reese and Robert L. Darcy. *Report on the 1966 NDEA Advanced Study Institute in Economics*. (No publication information given), p. iii.

The six pages of the report that comprise the final chapter include a number of observations about the institutes based on (1) the questionnaire, (2) the visits, (3) the interviews, and (4) a "number of years of personal participation in economic education programs for teachers. . . ."[17] As with the survey of history institutes, the reporters of the economics institutes recognized the need to report observations based on their own attitudes and opinions rather than to rely completely on an analysis of so-called "hard data."

The evaluation of Experienced Teacher Fellowship Programs. Of particular relevance to the assessment of the ExTFP are the evaluation reports of Experienced Teacher Fellowship Programs based on research supported by CONPASS for the USOE. The composite study consisting of three reports was directed by Walter H. Crockett, James D. Laird, and Joseph C. Bentley and administered through Clark University, Worcester, Massachusetts. The study consists of separate reports on Experienced Teacher Fellowship Programs, 1966-67 and 1967-68; a report of 1968-69 programs, that may be published in book form, is in preparation. There are no plans, however, for a similar report of Experienced Teacher Fellowship Programs conducted in 1969-70.

In a brief introduction to the 1966-67 report, the evaluation team notes that the first guidelines for writing proposals for Experienced Teacher Fellowship Programs were dated December 27, 1965, the deadline for completing proposals was January 20, 1966, a panel of consultants evaluated the proposals later in January and the announcement of awards was made in February. Some programs began already in June, 1966.

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[17] Ibid., p. 13.

Reminiscent of the fluctuations in the guidelines and handbooks in regards to program evaluation, and more particularly, the celerity with which the Experienced Teacher Fellowship Programs were planned and instituted, "...so, also, were the procedures for studying the program's effectiveness. Barely three months elapsed between the formation of a research team and completion of data collection for the present report."[18] The procedures that were established and followed covered a series of three related investigations over a period of three years. The three separate but related studies included (1) a study of questionnaire responses to the first year's programs, (2) a field investigation of three separate institutions during the second year, and (3) a study of the entire set of institutions during the third year.

Specifically, the procedures followed in the 1966-67 study rested on an analysis of data obtained from (1) the responses to questionnaires administered to individuals involved in the programs and (2) the reports by teams of evaluators who visited thirty-one of the fifty funded programs.

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[18] Walter H. Crockett, et. al. Report of the Experienced Teacher Fellowship Program, 1966-67 (with Appendices). (Washington, D. C.: Consortium of Professional Associations for the Study of Special Teacher Improvement Programs, 1967), p. 2.

Separate but related questionnaires, which "borrowed heavily from those used in earlier studies on summer institutes," were administered to (1) the participating Fellows, (2) all full-time faculty members and randomly-selected part-time faculty members, (3) program directors, and (4) the director of teacher education on each campus. The questionnaire administered to the participating Fellows and the faculty contained sixty different items; the questionnaire for program directors contained an additional ten items relative to the administration of the program. Responses to the questionnaire administered to the directors of teacher education were spotty and therefore not discussed in detail in the report.

The evaluation teams normally consisted of three individuals, including (1) a specialist in the subject matter of the program, (2) a specialist in teacher education, and (3) a teacher experienced in the subject area. After a meeting with the research staff, members of CONPASS, and representatives from the USOE, the evaluation teams spent two days on their assigned campuses where they met with program participants, the faculty, and administrators; further, they visited classes and reviewed the general operations of the programs. Subsequently, each team member individually completed a twenty-four item Visitors Evaluation Form for rating the program visited. Each evaluator was further asked to provide a written analysis explaining his rating; a combined evaluation by each team was also submitted, this report representing a team consenus.

Since the evaluation techniques and the questionnaires were similar to those used for institute evaluations, the structure of the report is similar to the structure of the institute reports. Besides an introduction and overview, the report centers around a study of (1) participant, faculty, and program characteristics, (2) reactions to and impressions of the programs, and (3) correlates of effectiveness and satisfaction. (This organizational pattern resembles the major categories found in the CIRCE Model, discussed below, which includes (1) rationale, (2) antecedents, (3) transactions, and (4) outcomes.) The authors of the report used graphs and tables more extensively in reporting the data than the authors of the institute reports had used, thus making the report more formal and impersonal.

The techniques employed in the investigation of the 1967-68 programs were similar to the procedures used in 1966-67. However, the team visits to many campuses were replaced by intensive studies of three programs. Data collected from the three in-depth studies were included in the report largely for illustrative purposes. The content of the questionnaires was borrowed heavily from those of the preceding year.

The structure of the 1967-68 report deviates noticeably in one respect from the earlier report. The report consists of four parts that include (1) an introduction and overview of findings, (2) general background information and a survey of the educational values and beliefs of the Fellows, (3) an analysis of the perceived effectiveness of the individual programs along with the correlates of effectiveness, and (4) a consideration of the implications of the data for teacher training and for higher education in general. Of particular significance in the 1967-68 report is the last section that deals with implications. The authors begin this thirty-two page section with the comment that, "Ordinarily, we would end this report with the last chapter."[19] It is particularly in this portion of the report that the personal opinions of the authors--based on the collected and analyzed data--becomes evident and resembles more closely the less formal reporting found in the reports on summer institutes. Stated differently, there is in this section less reliance on the responses made to questionnaires and a greater reliance on personal opinion that was based upon familiarity with the programs and the findings.

Besides the reports on Experienced Teacher Fellowship Programs conducted through CONPASS, the USOE administration sponsored other evaluation projects. In 1968, for instance, the USOE supported a short-term evaluation institute for fourteen "Alumni Fellows" who represented five Experienced Teacher Fellowship Programs in history and the social sciences. This group of experienced teachers met at Carnegie-Mellon University "...to discuss ways in which Fellowships in history and the social sciences might be improved." They commented that program assessment based on data obtained from questionnaires, site visits by specialists, and national meetings for veteran directors"...assumed that final responsibility for assessment lies beyond the participants."[20]

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[19] Walter H. Crockett, et al. Teachers as Students: Report on the Experienced Teacher Fellowship Program, 1967-68. (Washington, D. C.: CONPASS, 1968), p. 99.

The authors of the report acknowledge the importance of the assessments of Experienced Teacher Fellowship Programs supported through CONPASS, but note also that "these studies have been restricted largely to the collection and evaluation of data that can be quantified and therefore do not necessarily help to determine whether or not instruction in the schools has changed."[21] Further, the authors note that there may be particular significance in their report since each participating Fellow had completed a year of teaching following participation in an Experienced Teacher Fellowship Program.

The report consists of twenty-five recommendations directed toward better and more appropriate programming. The recommendations represent the collective opinions of the Alumni Fellows based on their experiences in the various programs they participated in and a post-program year of secondary teaching. The study provides an example of an evaluation report based on opinions and experiences rather than an analysis of quantified data by professional evaluators and educators.

A recent example of efforts to encourage appropriate program evaluation was the USOE sponsorship of five short-term (five day) evaluation Training Programs at four sites supported through the Bureau of Educational Personnel Development. Directors of 1969-70 programs in the Basic Studies, including the directors of Experienced Teacher Fellowship Programs, were eligible to apply for those programs which were held during the summer, 1969; to encourage participation, the directors were allowed travel and a per diem under their EPDA grants. A memorandum to Basic Studies directors from Mrs. Iris Garfield, Director, Division of Assessment and Coordination, USOE, and dated February 6-7, 1969, informed the directors that the Training Programs

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[20] Judith Cochrane, et al. A Report on the Evaluation of the Experienced Teacher Fellowship Programs in History and the Social Sciences, 1966-67. (June, 1968), p. 1. (mimeographed.)

[21] Ibid., p. 4.

> ...will be designed to encourage each director to undertake 'independent evaluation' of their training programs, as referred to in EPDA guidelines. It is hoped that the directors who participate in the Training Programs will gain an understanding of how evaluation can assist in improving project operation. In addition, project directors should develop an understanding of the limitations of self evaluation and the need for the use of outside consultants.
>
> Directors should be oriented to the use of program evaluation as a means of obtaining information about their programs, to facilitate correction during the course of the programs, and in general to aid in pertinent decision making.

To achieve the objectives stated in the memorandum, the Training Program staff members introduced the program directors to evaluation techniques, often emphasizing the models developed at the evaluation centers where the sessions were held.

Sessions at the Training Program at Ohio State University, for instance, directed attention toward an evaluation model that centers around the study of a program's Context, Inputs, Process, and Product, commonly known as the CIPP Model. The Training Program at the University of Arizona placed greater emphasis on an evaluation model for Evaluative Programs for Innovative Curriculums (EPIC), a model developed at the EPIC Evaluative Center.

The impact upon program evaluation made through these efforts is hard to measure, at least at present. So, too, it is difficult to know if the objectives forwarded by Mrs. Garfield were achieved. In any event, the administrative staff of the USOE has shown concern over evaluation and has supported projects directed to that end. However, along with the decision to discontinue Experienced Teacher Fellowship Programs and summer institutes in the Basic Studies, at least in the discipline areas formerly supported, so, too, the USOE administration has no plans to support additional special Training Programs in evaluation techniques.

II. MODELS FOR EVALUATION

Besides the evaluation reports based on teacher education programs in the Basic Studies, such as those cited above, and the final reports prepared by program directors, there are available the final reports prepared for other types of programs funded through outside agencies and prepared by the directors of these projects. For instance, there are the final reports of the projects funded under the several titles of the

Elementary and Secondary Education Act (ESEA). A review of these reports is, however, of dubious value. In their criticisms of Title I reports, for instance, Guba and Stufflebeam note that these reports "...usually lacked the level of credibility required by decision-makers to defend their decisions, and seldom has such information been of material use in arriving at important decisions."[22] Besides their own criticisms over the value of many of the Title III reports, Guba and Stufflebeam note that the USOE has consistently ranked evaluation near the "poor" end of a five-point scale for rating fifteen project elements. The only criteria of project achievement receiving a lower rating than evaluation was the criteria related to dissemination.[23]

An example of another type of evaluation is the report prepared by David W. Beggs which is descriptive of a series of innovations in the administrative, teaching, and curriculum designs in the Decatur-Lakeview (Illinois) High School.[24] This well-formulated report describes (1) the philosophical basis for the changes that were contemplated, (2) the change process as the plans were implemented, (3) the successes, failures, and modifications of the plans during the change period, and

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[22] Guba and Stufflebeam, op. cit., p. 5.

[23] Ibid., p. 6.

[24] See David W. Beggs. Decatur-Lakeview High School: A Practical Application of the Trump Plan. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.)

(4) some conclusions and recommendations based on the experiences at Decatur-Lakeview.

The organizational pattern of the study of the Lakeview-Decatur program is perhaps closer to the nature of appropriate evaluation as advocated by evaluation specialists than many other studies. However, a survey of evaluation theories may perhaps serve a better purpose than a further review of reports that have been prepared and which (with some exception, as suggested by some of the studies reviewed above) neither contribute greatly to the literature on evaluation and assessment nor relate specifically to long-term teacher education programs.

Evaluation defined. Professional education evaluators have defined evaluation in a number of ways including dictionary definitions, formal definitions, and working definitions. The definition accepted or proposed by a given evaluator often serves as the basis for the evaluation model prepared by that evaluator, thus making the definition the basis or particular frame of reference used in the construction of the model. In some instances, differences in the definitions indicate a major difference or point of departure among the evaluators whereas in other instances the definitions simply indicate a slight distinction or shift in emphasis.

It is not the intent of this report to enter into any disputes that may exist among professional evaluators or to examine in detail the merits of the various definitions used or the models that flow from these definitions. Rather, it is the purpose of this review to suggest some of the variations among definitions and to give some indication of the common elements among them. The procedures and major emphasis of this study will emerge from this review.

The structure and techniques for evaluating special teacher programs and curriculum projects were developed in the mid-1930's by Ralph W. Tyler, director of the evaluation of the Eight-year Study in secondary education. Tyler's major concern in evaluation centered around a method for determining the extent to which the educational objectives of a program were actually realized. In other words, evaluation was looked upon as a process by which initial expectations established in the form of behavioral objectives matched educational outcomes. By "extent," Tyler required a measure of percentages of students, objectives, and attainment. Stating objectives clearly and in behavioral terms became necessary in order to make the necessary measurements at the conclusion of a program.

The idea of evaluation as a product control as advocated by Tyler and his associates implies that the aim or objective of a program serves as the terminus for activity, and further, gives rise to assessment based on scores attained on standardized tests as a major criterion in program evaluation. John Dewey, already in 1922, questioned the validity of evaluation based on the stating and later measurement of attainment of stated objectives. Dewey suggested that objectives "...are not ends or termini of action at all. They are terminals of deliberation, and so turning points in activity."[25] Despite some dissent, however, the dominant form of evaluation for many years was based on the model developed by Tyler and his associates in the 1930's.

Starting in the early 1960's, specialists in curriculum and program evaluation around the country began to question the completeness of the approach attributed to Tyler. Perceiving objectives as turning points rather than end points, and that behaviors are often manifested after formal education has been completed, the evaluation specialists began to examine the process of a curriculum or special teacher program and to emphasize the need to describe the activities involved during the operation of the project. Through this emphasis, they supported Dewey's claim that "even the most important among all the consequences of an act is not necessarily its aim."[26] They showed concern, too, over the element of process emphasized by Lee J. Cronbach who argued that it is "not to inquire merely whether the course is effective or ineffective. Outcomes of instruction are multi-dimensional, and a satisfactory investigation will map out the effects of the course along with dimensions separately."[27] Thus, the most significant dimensions of an educational activity, or any activity, came to be looked upon as any event or occurrence, even those that were completely unplanned and wholly unanticipated. Evaluation procedures that ignored process and that failed to examine the full scope of a curriculum or program came to be considered unsatisfactory.

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[25] Herbert M. Kliebard. "Reappraisal," The University of Chicago School of Review. (Volume 78, No. 2, February, 1970), p. 268, citing John Dewey. Human Nature and Conduct. (New York: Random House, 1922), p. 223.

[26] Ibid., p. 269.

[27] Ibid., p. 235, citing Lee J. Cronbach. "Evaluation for Course Improvement," New Curricula, ed. Robert W. Heath. (New York: Harper and Row, 1964.)

Recognizing the importance of process evaluation and the need for rational decision-making while a program is in operation, Guba and Stufflebeam suggest five steps that influence program decisions and operations; these decisions and operations are in turn evaluated, ad infinitum. The five steps include

> (1) focusing the evaluation to identify the questions to be answered and the criteria to be employed in answering them, (2) collecting information, (3) organizing information, (4) analyzing information, and (5) reporting information.[28]

Figure 1 provides a visual representation of the relationship of evaluation to decision-making.

With decision-making established as evaluation's _raison_ _d'etre_, Guba and Stufflebeam define evaluation as follows:

> EVALUATION IS THE (1. PROCESS) OF (2. OBTAINING) AND (3. PROVIDING) (4. USEFUL) (5. INFORMATION) FOR MAKING (6. EDUCATIONAL DECISIONS).[29]

The terms in the above definition of educational evaluation are further

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[28] Guba and Stufflebeam, _op_. _cit_., p. 20.

[29] _Ibid_., p. 23.

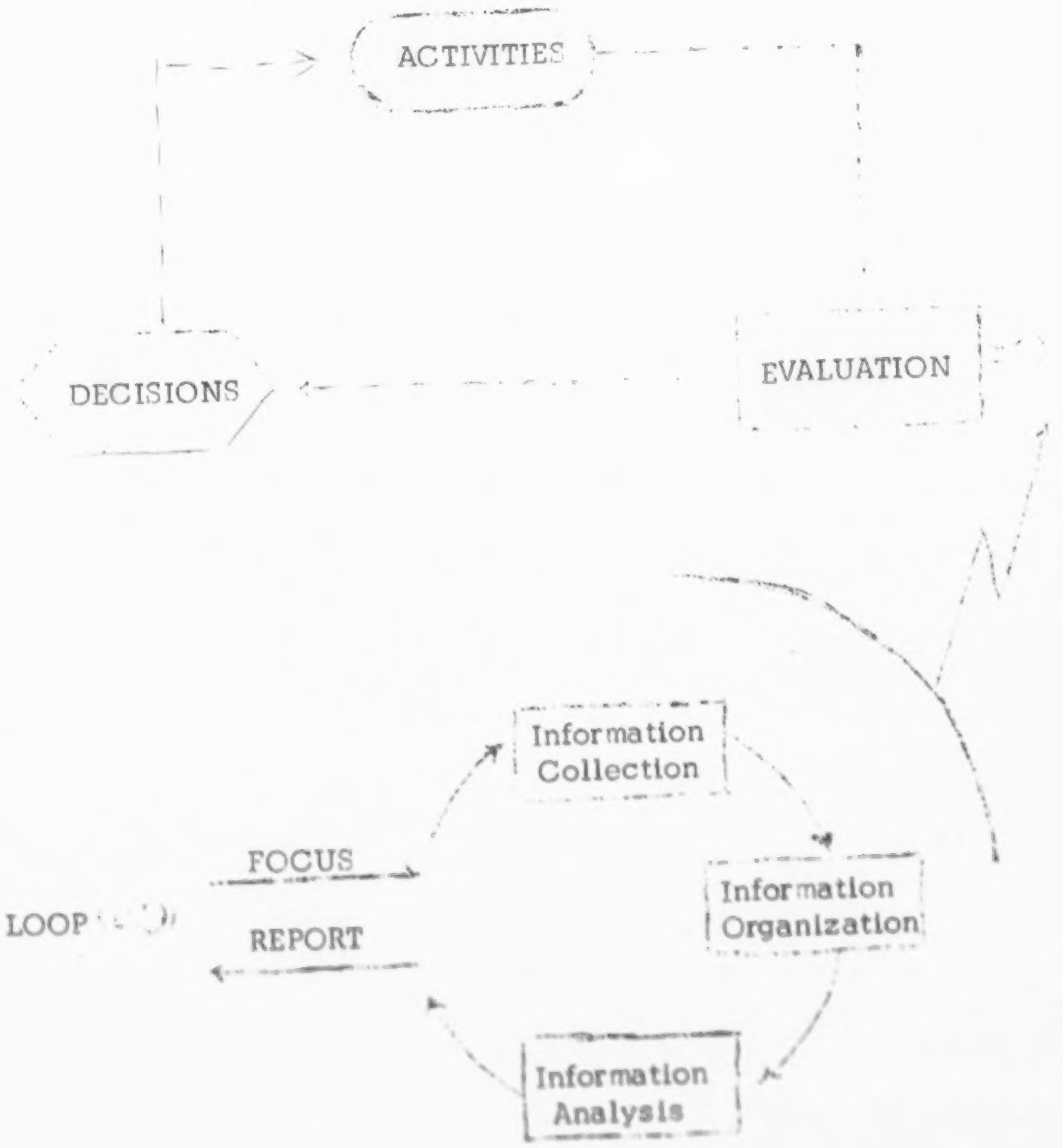
ACTIVITIES
DECISIONS
EVALUATION
Information Collection
Information Organization
Information Analysis
FOCUS
REPORT
LOOP

FIGURE 1

THE RELATION OF EVALUATION TO DECISION-MAKING[30] defined as follows:

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[30] *op. cit.*, p. 21.

1. Process. A particular and continuing activity subsuming many methods and involving a number of steps or operations.
2. Obtaining. Making available through such processes such as collecting, organizing, analyzing, and reporting answers such formal means as statistics and measurement.
3. Providing. Fitting together into systems or subsystems that best serve the needs or purposes of the evaluation.
4. Useful. Appropriate or pre-determined criteria evolved through the interaction of the evaluator and the client.
5. Information. Descriptive or interpretive data about entities (tangible or intangible) and their relationships.
6. Educational decisions. A choice among alternatives.[31]

The evaluation model that evolves from Guba and Stufflebeam definition of educational evaluation will be described below.

A second definition of evaluation, which contains an added dimension, is based on evaluation methodology advanced by Michael Scriven.[32] Scriven's approach to evaluation emphasizes the need for assisting educators in rational decision-making, but is coupled with a call to evaluators to arrive at conclusions over program worth. This emphasis forms the philosophical basis for the evaluation model developed by Robert Stake, Associate Director, Center for Instructional Research and Curriculum Evaluation, and a definition of evaluation suggested by CIRCE director,

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[31] Ibid., p. 24.

[32] See Michael Scriven in Ralph W. Tyler, Robert M. Gagne, ad Michael Scriven. "The Methodology of Evaluation," AERA Monograp Series in Curriculum Evaluation. Perspectives of Curriculum Evaluaon. (Chicago: Rand McNally & Co., 1967), pp. 39-83, passim.

J. Thomas Hastings. Hastings contends that

> Evaluation consists of a complex of collecting information and, through the use of standards, making judgments about the goodness-badness, the appropriateness-inappropriateness, the efficiency-inefficiency of materials, acts, relationships, and outcomes. A basic purpose of evaluation is to move decisions toward the rational and away from the intuitive and unconscious.[33]

As stated by Scriven, "It's his [the professional evaluator's] task to try very hard to condense all that massive data into one word: *good* or *bad*."[34]

Although professional evaluators have written different definitions of evaluation and from these definitions have developed different procedures and models, there are a number of common elements among the various definitions and techniques. Among other areas of agreement, professional evaluators of the 1960's point to the need for (1) stating objectives clearly (although not necessarily in behavioral terms), (2) describing process as well as product, and (3) assisting educators in decision-making.

There are also differences in the recent approaches to evaluation that have been formulated, and a shift in emphasis from the earlier techniques. As recognized by Scriven, there are philosophical and practical inadequacies in the "Current conception of evaluation of educational instruments." He notes further, however, that "intellectual progress is possible only because newcomers can stand on the shoulders of giants. This feat is often confused with treading on their toes...."[35]

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[33] J. Thomas Hastings, *op. cit.*, p. 2.

[34] Michael Scriven. "Evaluating Educational Programs: A symposium," *The Urban Review*. (Volume 3, No. 4, February, 1969), p. 22.

A review of two evaluation models. Professional educational evaluators have in recent years developed evaluation structures or models as guidelines for the systemic assessment of the effectiveness of a curriculum or educational program. Despite variation among these models, there are several common elements including an emphasis on process, decision-making, and total program assessment. Some of the major characteristics, similarities, and variations are suggested in the review of educational evaluation models that follows.

The EPIC Model, identified by the sobriquet "cube," was designed by the staff of the EPIC educational evaluation center, University of Arizona. The purpose of the model, portrayed in Figure 2, is to assess innovations in curriculum design.

Forces affecting innovation are described in terms of specific variables and factors operating in the three-dimensional structure. The interaction of variables from each of the three dimensions produces combinations of variables, identified as factors, to be considered in the evaluation of a given program. Since an instructional program is affected

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[35] Michael Scriven, _op. cit._, p. 39.

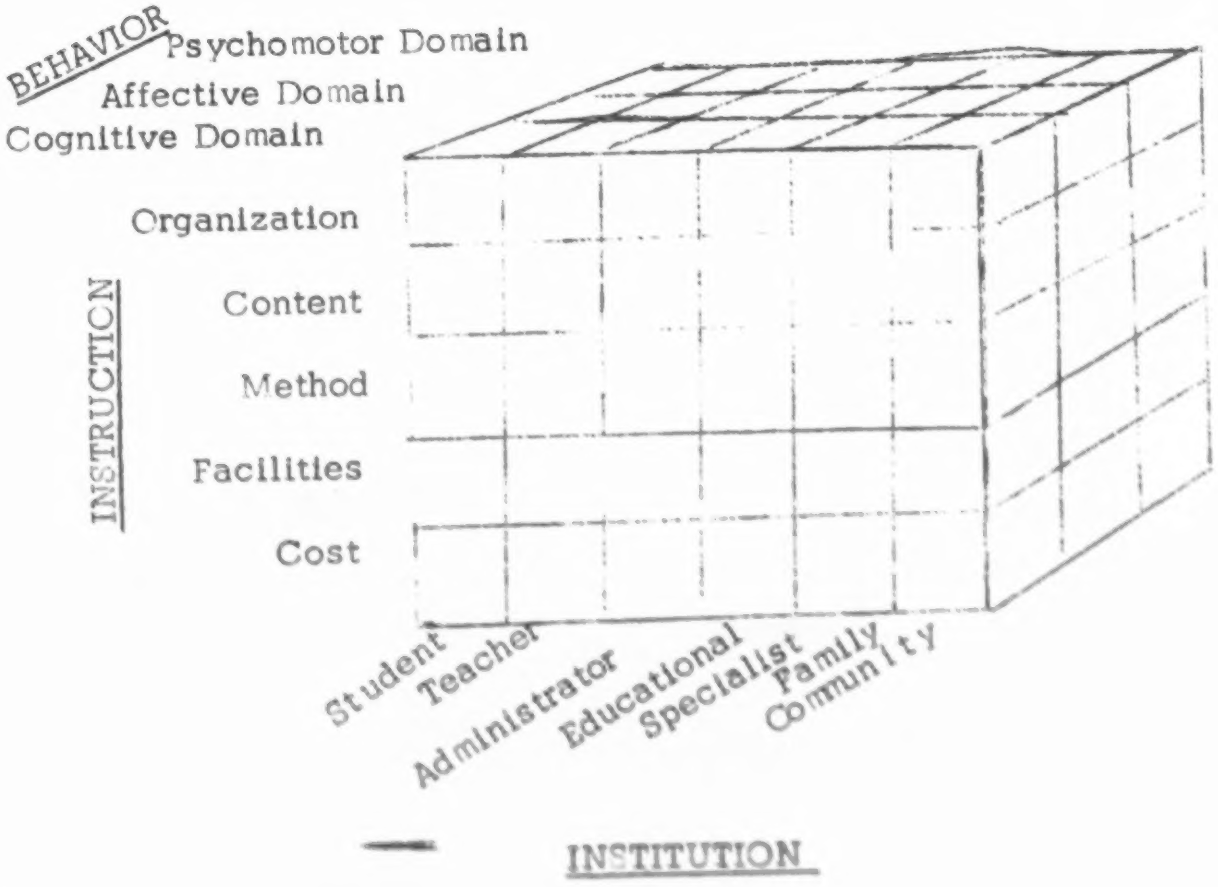
BEHAVIOR
Psychomotor Domain
Affective Domain
Cognitive Domain
INSTRUCTION
Organization
Content
Method
Facilities
Cost
Student
Teacher
Administrator
Educational
Specialist
Family
Community
INSTITUTION

FIGURE 2

THE EPIC STRUCTURE OF VARIABLES INFLUENCING INSTRUCTIONAL PROGRAMS [36]

by many variables, from within and without, the evaluator may more easily visualize these variables when they are organized in such a way that he can recognize combinations of variables that may affect the outcome of an instructional program.

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[36] Robert J. Armstrong, et. al. (ed.). Developing and Writing Behavioral Objectives: A Handbook Designed to Increase the Communication of Laymen and Educators. (Tuscon, Arizona: Educational Innovators Press, Inc., 1968), p. 11.

As Figure 2 suggests, the EPIC structure consists of three major variables including (1) institution, (2) instruction, and (3) behavior. These major categories are broken down into smaller components which in turn provide a framework to identify the forces affecting a given program. In the detailed assessment of a given program, any single cube may be removed from the larger block and analyzed in depth for evaluation purposes. Figure 3, illustrates how variables may be identified and combined into factors, thus representing a combination of one variable drawn from each of the three dimensions.

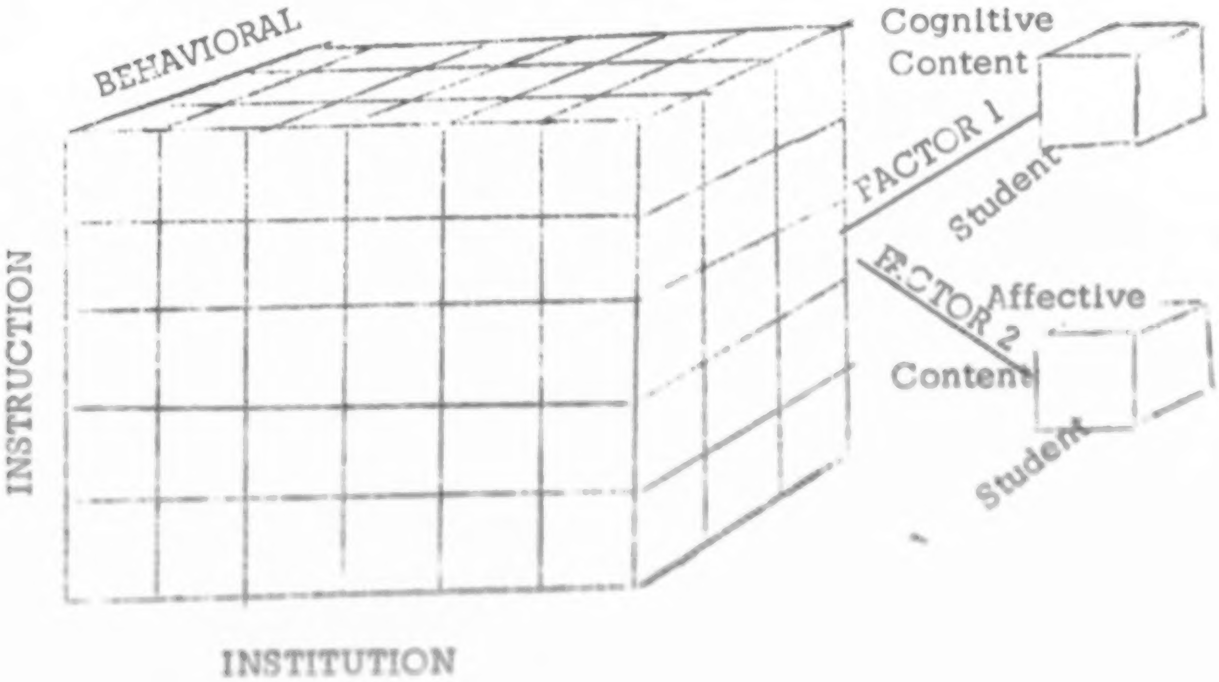
BEHAVIORAL
INSTRUCTION
INSTITUTION
Cognitive
Content
FACTOR 1
Student
FACTOR 2
Affective
Content
Student

FIGURE 3

EPIC FACTOR [37]

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[37] "The EPIC Brief." (Tucson, Arizona: EPIC Evaluation Center, n.d.), p. 7.

The above brief summary of the EPIC model does not treat the process or steps involved in conducting an evaluation. It does, however, serve to identify some of the major characteristics and emphases of the evaluation model developed and implemented by the staff of the EPIC Evaluation Center.

The process and logic underlying the model that appears in Figure 4 is explained step-by-step by Guba and Stufflebeam in the manuscript cited several times earlier. This structure, known as the CIPP model, flows naturally from Guba and Stufflebeam's definition of evaluation which was given earlier. The model itself represents a total evaluation system based on a detailed discussion of the several components that make up the whole.

In brief summary, the outer loop of the CIPP model represents a continuous, systematic context evaluation mechanism that serves as a feedback system. When no recognized discrepancies exist between program intentions and actualities, or between possibilities and probabilities, no changes are made in the program or curriculum plans. This is illustrated in the model as the context evaluation system in which the program continues in a state of "enlightened persistence." However, in the event that changes in a program are judged to be wise or necessary, the nature of the change must be identified.

Upon identification of the desired change, the evaluator may (1) make necessary adjustments without extensive research, or (2) turn to input evaluation, i.e., a search for information about strategies and

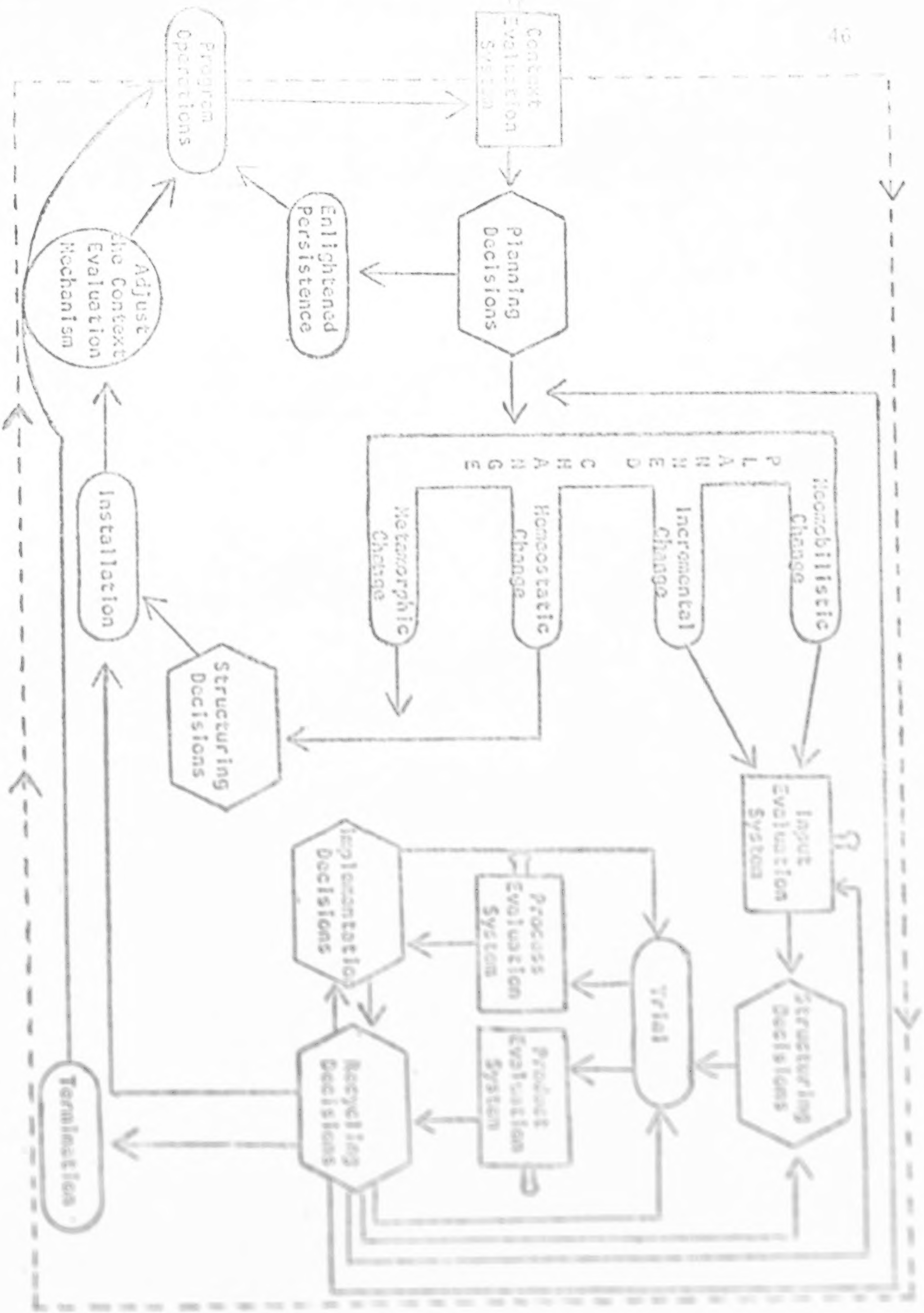
Program Operations
Context Evaluation System
Planning Decisions
Enlightened Persistence
Adjust the Context Evaluation Mechanism
Installation
PLANNED CHANGE
Neomobilistic Change
Incremental Change
Homeostatic Change
Metamorphic Change
Structuring Decisions
Input Evaluation System
Implementation Decisions
Process Evaluation System
Trial
Product Evaluation System
Structuring Decisions
Recycling Decisions
Termination

FIGURE 4

THE CIPP EVALUATION MODEL[10]

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[10] Guba and Stufflebeam, op. cit., p. 14.

procedures that may be employed to effect the desired changes. The former choice leads to a relatively simple restructuring of the program. The latter alternatives cause the evaluator to move toward process or product evaluation. Process evaluation provides the evaluator with information for implementing the decisions needed for efficient operation of the changes, including possible recycling of structuring decisions. Product evaluation, according to Guba and Stufflebeam,

> ...would go simultaneously throughout the process of the trial in conjunction with process evaluation and would support recycling decisions which could lead to a reformulation of the change to be brought about, a modification either in strategy or procedure, termination of the change effort or, in the installation of the innovation in the total program. In the case of installation, again, the context evaluation mechanism would be adjusted so as to allow systematic monitoring of the new element in the total system.[39]

It is through the implementation of these procedures that decision-makers, evaluators and educators, are directed to more rational choices and more effective programming.

The CIRCE Evaluation Model. Because the procedures used in this study are based largely on the CIRCE Model, a more detailed summary of this model and its rationale follows. Robert E. Stake, associate director of CIRCE and principal author of the model, described the model initially in the April, 1967, edition of Teachers College Record in an article entitled "The Countenance of Educational Evaluation." In this and subsequent articles, Stake acknowledges a heavy reliance on the evaluation procedures advanced by Michael Scriven.

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[39] Ibid., pp. 66-67. For a complete description of the CIPP evaluation model, see Ibid., pp. 20-67.

According to Stake, meaningful evaluation of educational programs must be based on an examination of the full countenance of evaluation. He recognized that informal evaluation is sometimes penetrating and insightful, but that a need exists to search for relevant data that are pertinent to ultimate decisions regarding program worth. To make relevant and rational judgments about a program, it becomes necessary to examine the contingencies that exist among background conditions, classroom activities, and scholastic outcomes. Figure 5 contains a layout of statements and data to be collected by the evaluation of an educational program.

Evaluation broadly conceived must consider both a description and a judgment of the program under investigation, i.e., an analysis of the program based on a description of program intents and observations which may be judged against standards of excellence or a descriptive analysis of comparable programs. Thus, the full countenance of evaluation extends beyond the administration and normative interpretation of achievement tests.

Whether in the descriptive or judgment phase of evaluation, Stake identifies three major bodies of information or gestalts that should be examined including (1) antecedents, (2) transactions, and (3) outcomes. Antecedents may be identified as those conditions that exist prior to the program and which may relate to the program outcomes. Transactions include those events that occur while the program is in process. Outcomes

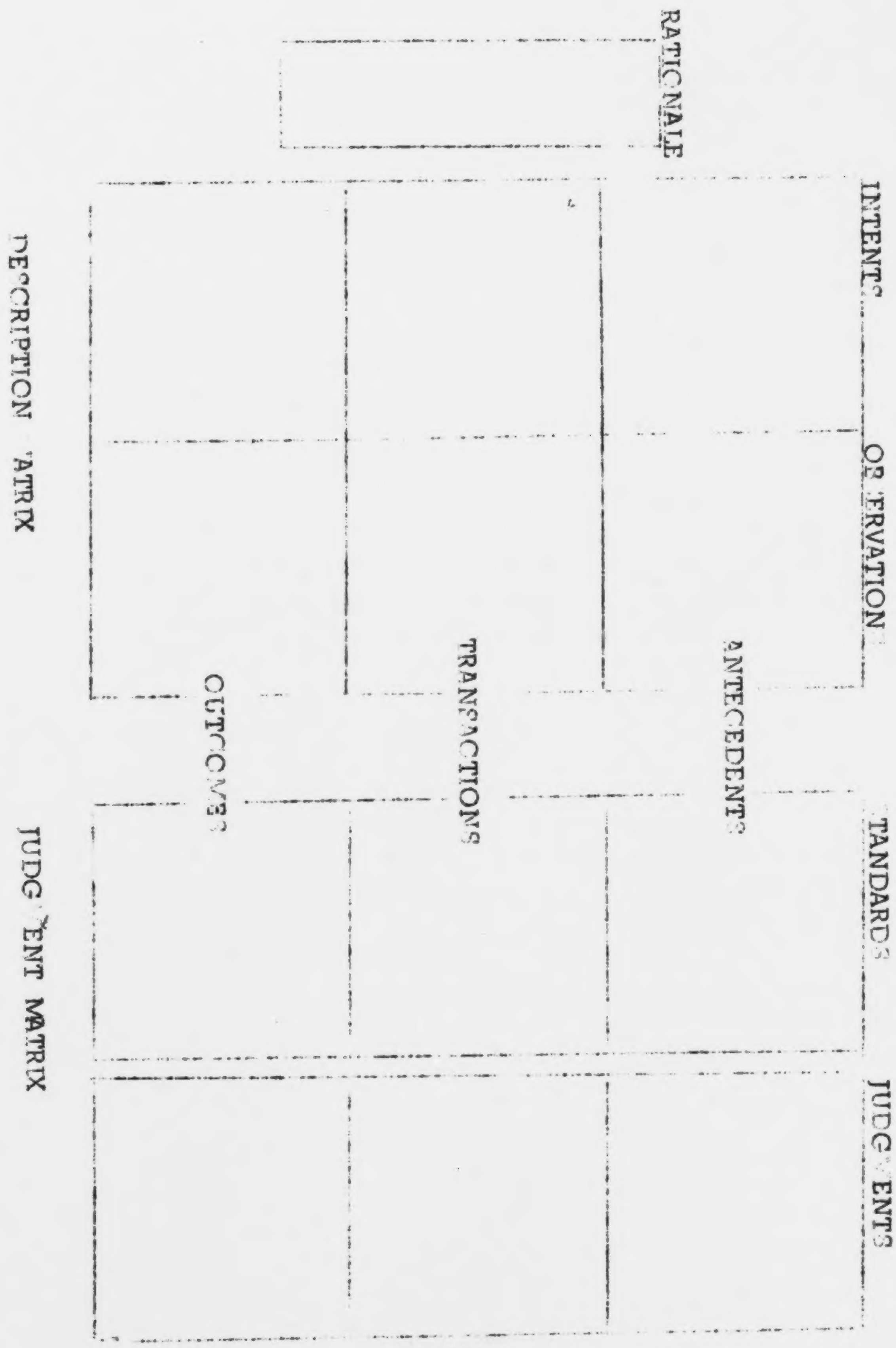
RATIONALE
INTENTS
OBSERVATIONS
STANDARDS
JUDGMENTS
ANTECEDENTS
TRANSACTIONS
OUTCOMES
DESCRIPTION MATRIX
JUDGMENT MATRIX

FIGURE 5

THE CIRCE EVALUATION MODEL[40]

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[40] Stake, *op. cit.*, p. 6.

may be identified as the consequences of the program and may be immediate or long range, cognitive or conative, personal or community-wide.

As Figure 5 indicates, the various elements of educational evaluation, including descriptive and judgmental data, may be classified and recorded in an appropriate cell.

The program intents include, and are synonymous with, program goals and objectives. Observations may be made in a direct and personal way or through the use of instruments. Contrary to intents, however, a description of observations includes those events that occur or are realized while the program is in operation, even those side-effects that were not planned when the program was initiated and were not, therefore, included as goals of the program.

Before considering the judgment matrix of the CIRCE model, the format for processing descriptive data should be noted. As suggested in Figure 6, descriptive data may be processed by identifying the contingency among antecedents, transactions, and outcomes, and the congruence between intents and observations.

Contingency among the variables suggests a relationship that may result in program improvement. Since a major function of evaluation is program improvement, it becomes the evaluator's task to identify those outcomes that are contingent upon particular antecedents and transactions. Therefore, the program evaluator searches for the logic that may connect an event with a purpose; he records this event as a logical contingency.

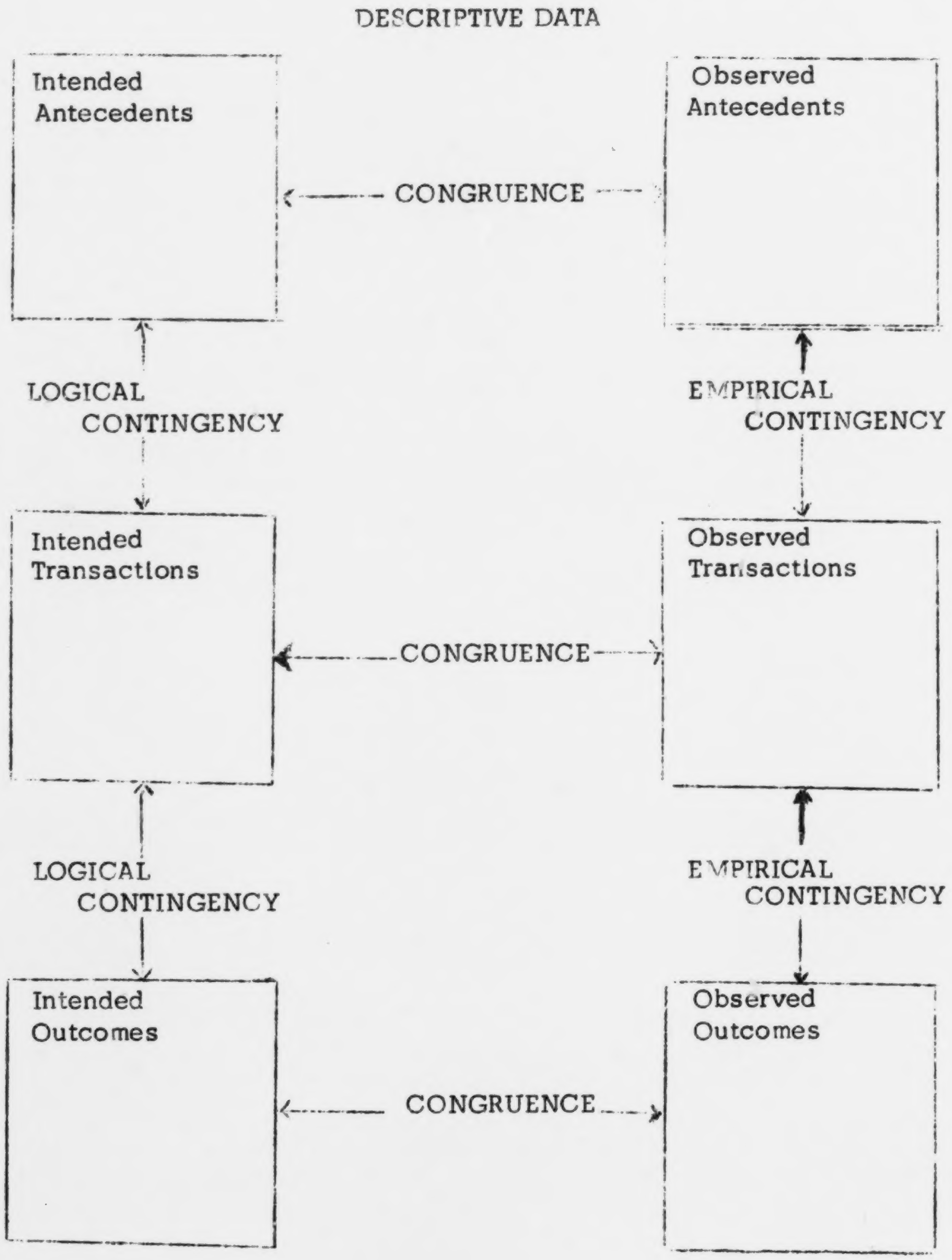
DESCRIPTIVE DATA
Intended Antecedents
Observed Antecedents
CONGRUENCE
LOGICAL CONTINGENCY
EMPIRICAL CONTINGENCY
Intended Transactions
Observed Transactions
CONGRUENCE
LOGICAL CONTINGENCY
EMPIRICAL CONTINGENCY
Intended Outcomes
Observed Outcomes
CONGRUENCE

FIGURE 6
PROCESSING OF DESCRIPTIVE DATA[41]

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[41] Stake, op. cit., p.4.

Congruence does not imply that intended antecedents, transactions, and outcomes are fulfilled or that judgments concerning outcomes are reliable or valid. Discrepancies that may exist between intents and observations are sometimes a desirable condition. Reporting congruence, then, is simply to indicate that what was intended did occur.

In the judgment matrix of the CIRCE model, the evaluator records program judgments and identifies the standards against which these judgments were made. Since there may be many criteria in making judgments and in deciding what standards and whose interpretations of these standards should be used, it becomes necessary for the program evaluator to specify quite clearly his evaluation criteria.

In making program judgments, Stake expresses regret that even some of the best trained evaluators have been looking at education with a "microscope" rather than with a "panoramic view-finder;" because of this approach they have not captured the full sense of a program. He suggests that in judging the characteristics of a program, both the educator and the professional evaluator must gain a perspective of the total program and clearly distinguish between evaluation based on (1) absolute standards as reflected by personal judgments and (2) relative standards as reflected in a description and analysis of the characteristics of alternate programs. Figure 7 represents the process of judging the merit of an educational program.

Besides recording the judgments made by the program director and his

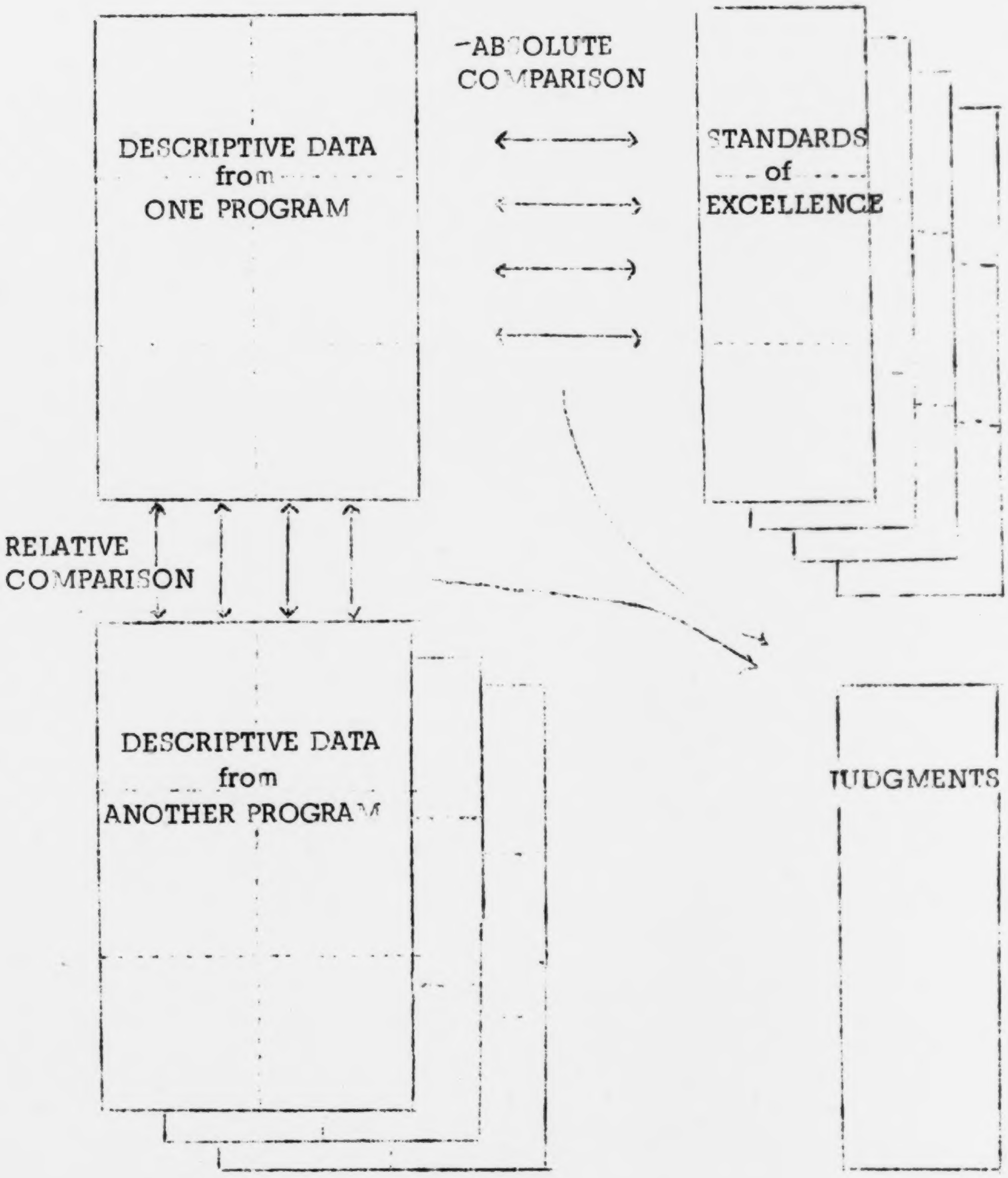
ABSOLUTE COMPARISON
DESCRIPTIVE DATA from ONE PROGRAM
STANDARDS of EXCELLENCE
RELATIVE COMPARISON
DESCRIPTIVE DATA from ANOTHER PROGRAM
JUDGMENTS

FIGURE 7

THE PROCESS OF JUDGING THE MERIT OF AN EDUCATIONAL PROGRAM[42] staff while the program is in operation (or while a curriculum plan is being implemented), the professional evaluator must assume the task of making final judgments concerning program worth. In making final judgments, the evaluator must determine whether standards have been met, and he must, therefore, specify the standards that he is using for making his judgments.

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[42] Stake, op. cit., p. 19.

Judgments made and recorded while a program is in operation and final judgments made about a program upon completion may be distinguished as formative and summative evaluation. Stake notes, for example, that materials not ready for distribution to classroom teachers represent formative evaluation. On the other hand, summative evaluation assumes an acceptance of responsibility by the evaluator for informing consumers of the merits of these materials. Because of his responsibilities, the summative evaluator must learn whether intended antecedents, transactions, and outcomes are consistent with the resources, standards, and goals of the school under consideration; the formative evaluator is more interested in contingencies and the co-variations within the evaluation study and across studies as a basis for guiding the development of present and future programs. Both of these forms of evaluation are necessary in evaluation studies; both should be included in evaluation reports, the former being one criterion for the latter.

Limitations of previous studies. The evaluation studies reviewed above, along with several other studies and reports, represent serious and professional attempts to assess special educational programs. The detailed studies of Experienced Teacher Fellowship Programs by Crockett, et al., along with the several studies of summer institutes, have made important contributions to the literature on program assessment. There do not appear to be, however, any in-depth evaluation studies available of a single Experienced Teacher Fellowship Program.

During the past decade, professional evaluators have devised evaluation models that may be used to analyze programs and curricula. These models incorporate a variety of techniques for data gathering and establish structured procedures that are useful to decision-makers while projects are in operation. Further, these models assist the evaluator and the educator to gain a better understanding and perspective of a total program or curriculum so that judgments of effectiveness and worth may be rendered.

Although these models have been used to assess curriculum projects, they have not been used extensively to evaluate special long-term teacher programs. Since special teacher programs that have been evaluated via the new models have been generally short-term programs, of five to ten days in duration, there exist few, if any, studies of long-term educational programs for teachers that make use of the newer models or techniques and procedures found in these models.

Finally, in many in-depth evaluation studies of special teacher programs, evaluators represented external agencies. This approach has considerable merit, and may be considered by many individuals to be the sine qua non of effective evaluation. However, as suggested in the Cochrane, et al. report on five Experienced Teacher Fellowship Programs, assessment may be enhanced through an analysis of the opinions of individuals who were involved in the program. Likewise, there exist perhaps few, if any, studies of a long-term educational program for experienced teachers that were conducted by individuals with first-hand knowledge of the program's transactions on an almost daily basis.

In conclusion, the evaluation of the ExTFP represents a study that combines several features not found in previous studies, representing (1) an in-depth study of a single Experienced Teacher Fellowship Program, (2) that employed current evaluation techniques based on a structured evaluation model, and (3) was conducted by an individual directly associated with the program from its inception through its formal termination.

CHAPTER III

PROCEDURES

In contemplating appropriate procedures to evaluate the ExTFP, the three educational evaluation models reviewed above were considered including (1) the EPIC Model, (2) the CIPP Model, and (3) the CIRCE Model. Each of the three models was judged to hold potential utility and certain attractive features for use in the evaluation of the ExTFP.

I. THE RESEARCH DESIGN

Selecting an evaluation model. In assessing the three evaluation models under consideration, it became necessary to determine which model could be most readily adapted for the planned evaluation. The procedures included in the CIRCE Model that contained the comprehensive gestalts or broad categories for data gathering of antecedents, transactions, and outcomes were judged to have the most promise in this respect. Furthermore, the emphasis of the CIRCE evaluation philosophy recommending judgments of program worth based on the information gathered in the descriptive and judgment matrices of the model were considered to be an important aspect of program evaluation. It was primarily the above two features of the CIRCE Model that led to the selection of this model as most appropriate for evaluating the ExTFP.

Similar to the CIRCE Model, the other two models under consideration were judged to have internal logic and consistency. The EPIC Model, however, was judged to have less potential for adaption because (1) the three dimensions identified in the "cube" seemed less appropriate to program evaluation than they may be to curriculum evaluation, (2) identifying factors based on a three-dimensional variable seemed to be a complex procedure, and (3) the model and the accompanying procedures place a greater emphasis on stating objectives in behavioral terms and the need to measure attainment against these objectives. Regarding this latter emphasis, the EPIC Model shows a greater reliance on product evaluation similar to the Tylerian approach of the 1930's. This emphasis was judged to be inappropriate and inadequate for evaluating a long-term educational program since it seemed to center around effete procedures that were not attuned to current developments in educational evaluation.

The authors of the CIPP Model, Guba and Stufflebeam, encourage an assessment of the process of a program and emphasize the need to provide decision-makers with accurate information that will offer educators the opportunity to make a rational selection from among several alternatives. This dimension of the CIPP Model was considered to be a desirable feature. The CIPP Model was not used, however, because the procedures were judged to be more complex than those included in the CIRCE Model, and subsequently, because it would be more difficult to adapt the CIPP Model for large-scale program evaluation. Also, and in contrast to the CIRCE Model, the CIPP Model does not encourage summative evaluation, i.e., a final assessment of program worth and effectiveness. In criticizing the procedures proposed by Guba and Stufflebeam, Gene V. Glass, a CIRCE staff member, suggests that "being of assistance to the program personnel--so that they may better conduct their business--*is a proximate aim of evaluation; the ultimate aim of an evaluation is to decide questions of worth*."[1] The judgment that an assessment of program worth must be part of program evaluation, coupled with the greater adaptability of the CIRCE Model, led to an acceptance of the procedures for evaluation suggested by the CIRCE faculty.

Application of the model. The study of the ExTFP was organized around the three major gestalts identified in the CIRCE Model, viz., antecedents, transactions, and outcomes. The major topics analyzed in each of these categories are identified in Figure 8.

Using the procedures established in the CIRCE Model, the rationale for the program was examined, followed by an analysis of the data contained in each of the content areas identified in the three major gestalts. Within each of the content areas, consideration was given to (1) intents and (2) observations. The analysis does not follow a lock-step pattern,

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[1] Gene V. Glass. *The Growth of Evaluation Methodology*. (Laboratory of Educational Research, University of Colorado, n.d.), p. 36. (mimeographed.)

PROGRAM	Intents Sources	Observations Sources	Standards Sources	Judgments Sources
ANTECEDENTS Program context Curriculum content Program design Student characteristics				
TRANSACTIONS Courses Practicum experiences Group processing and group interaction Communication flows and organization				
OUTCOMES Measurements of changes in cognition and attitude Some overall impressions Employment and status changes Institutional effects				

FIGURE 8

THE ORGANIZATION OF THE ExTFP EVALUATION STUDY however. That is, the organization of the study was not planned around the horizontal axis of the CIRCE Model, but rather around the vertical axis. Therefore, the study does not include separate categories for intents and observations.

Similarly, the judgments that were made while the program was in operation were analyzed as well as the standards against which these judgments were made. As with the descriptive matrix of the CIRCE Model, however, the judgment matrix served as a guide and not as an organizational pattern. Finally, it may be noted that in some instances, the categories were largely ignored, as, for example, the topics discussed under curriculum content. This acknowledgment is made to suggest that the model served as a guide for gaining a panoramic view of the ExTFP; in those instances where the several dimensions of the model did not serve a specific function, deviations were made.

As suggested earlier, the analysis of program content, drawn from the descriptive and judgment matrices of the CIRCE Model, allow the evaluator to make final judgments about the program; in fact, these final judgments may be considered the raison d'etre of evaluation. Figure 9 suggests this focus and suggests further a major component of this evaluation study.

In this report, Chapter IV consists of the analysis and interpretation of the data and may be viewed in large part as formative evaluation,

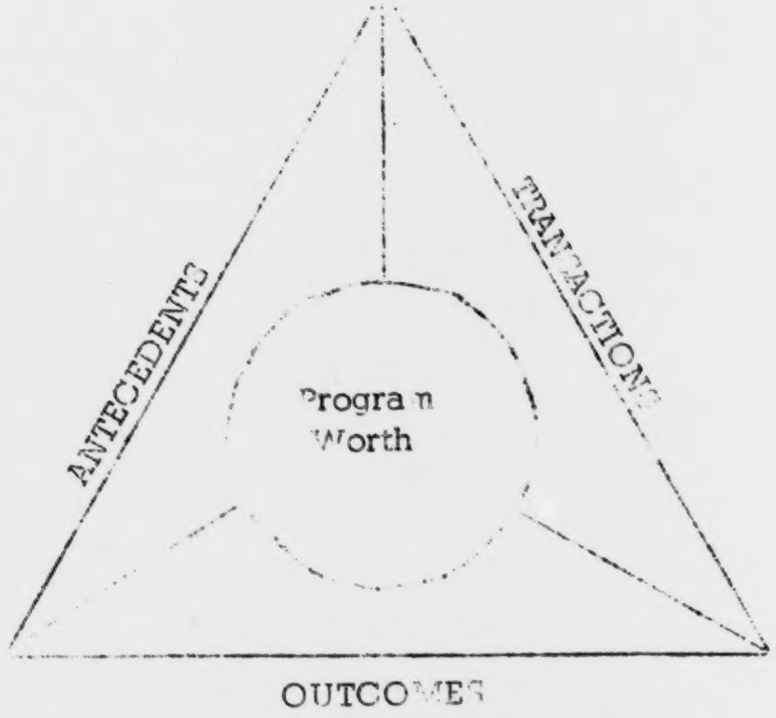

FIGURE 9

THE OBJECTIVE OF EVALUATION

i.e., an analysis of data including judgments rendered while the program was in operation. Chapter V includes a summary of the judgments made relative to program worth and effectiveness. The summary was drawn from the analysis and information studied under the descriptive and judgment matrices of the model and presented in Chapter IV.

II. METHOD

Monitoring the program. The primary source of information about the program was the observations made during the daily monitoring of the program by the administrative staff and especially the associate director of the ExTFP. Since the evaluator of the ExTFP served also as the associate director, the study was not completely free of personal bias. On the other hand, few evaluators have so intimate a knowledge or as broad a perspective of the program or project they are evaluating; their evaluation reports based on brief on-site visits and their analysis of questionnaires may (1) be subject to greater misinterpretation and (2) fail to include important factors that should be examined. Under the above conditions, even "total" objectivity may not lead to completely reliable or valid reporting.

The extent of the associate director's involvement in the ExTFP is suggested by the following information that reveals that the associate director (1) was co-author with the program director of the original proposal submitted to the USOE, (2) was the author of the program's plan of operation, (3) responded to most letters of inquiry into the program, (4) served on the selection committee, (5) was responsible for many and involved in most administrative decisions, (6) worked as counselor, advisor, and ombudsman to the Fellows, (7) coordinated program activities, and (8) was the associate instructor with the program director for the *en bloc* courses in economic education.

The value of this intimate association with the program through all its phases led to first-hand knowledge of the program's rationale, antecedents, transactions, and such outcomes as the institutional effects. Furthermore, the associate director of the ExTFP had immediate access to data about the program that could be analyzed in perspective and utilized appropriately.

An external validity check. Because adequate funds were not provided, it was not possible to conduct the planned in-depth external evaluation of the program (see Appendix A). However, having decided to employ the procedures for evaluation included in the CIRCE Model, the associate director of the ExTFP made the decision to request assistance from the CIRCE staff for gathering ideas that would be helpful in making application of the model in evaluating the ExTFP.

In response to the request for assistance, a staff member with considerable experience and competence in evaluation procedures was recommended to help with the evaluation plans. In January, 1970, following preliminary discussions about the program and the planned evaluation, the associate director spent one day at the University of Illinois to discuss specific plans and alternative procedures for collecting and reporting data. In May, 1970, an external validity check of the program was made by the evaluation specialist from the CIRCE staff who had agreed to assist in the planned evaluation of the ExTFP. The observations reported through this investigation were incorporated into this study; the written report is included in Appendix B.

A two-day visit by the external evaluator was made on May 6-7, 1970.

During this visit, the program director, associate director, and the CIRCE evaluator discussed the various components of the ExTFP extensively. Additionally, the CIRCE evaluator interviewed fourteen of the twenty-one Fellows, including three Ph.D. and eleven M.A. Fellows. All twenty-one Fellows could not be interviewed because of the lack of time.

Each interview was approximately thirty minutes in length; in one instance, two Fellows were interviewed together. Although the interviews were scheduled on a voluntary basis, those Fellows who were interviewed included male and female, M.A. and Ph.D. candidates. All twenty-one Fellows were encouraged to register for an interview; all volunteers were scheduled to and met for an interview.

Besides the interviews with the Fellows and the extensive discussions with the director and associate director of the ExTFP, the external evaluator also held discussions with a number of other individuals associated with the program. Again it was not possible during the brief visit to arrange interviews or a discussion period with all faculty members and other individuals involved in the program. However, the CIRCE evaluator met briefly during a noon luncheon with several individuals including (1) the practicum director, (2) the co-directors of the group processing experience, (3) the chairman of the Department of Economics, (4) a faculty member of the Department of Economics and instructor in the ExTFP, (5) the chairman of the Department of Secondary Education, and (6) the director and associate director of the program. Although conflicting schedules prevented a lengthy session with the entire group, the external evaluator was able through this session to gain a greater understanding of the ExTFP by comparing comments made by the faculty with the comments made by the Fellows during the interviews conducted prior to the luncheon meeting.

III. THE CRITERION MEASURES

Questionnaires. A number of questionnaires were administered throughout the year for purposes of adjusting and assessing the program. These questionnaires were considered supplementary to the daily monitoring of the program and therefore do not represent a primary source of information. Being of the opinion that individuals should be responsible for their comments, the Fellows and others were encouraged to identify themselves on every questionnaire. Almost without exception, everyone did identify himself.

Early in the program, the Fellows were asked to complete a general questionnaire that provided background information on each individual and helped to determine the strengths and weaknesses in the academic preparation of individuals and the group generally.

Early in October the Fellows were asked to respond to a twelve-item questionnaire related to the September group processing sessions which they had completed. This open-ended questionnaire was prepared by the associate director in consultation with the co-directors of the group processing sessions. The Fellows were asked general questions about the sessions themselves and several questions pertaining to personal characteristics.

Shortly after the practicum was underway, the Fellows were asked to respond to a seven-item, open-ended questionnaire that was intended largely to provide the practicum director with information about the attitudes of the Fellows toward their team and school assignments. This questionnaire was prepared by the associate director in cooperation with the practicum director.

During the week prior to the end of the winter quarter and the conclusion of the two quarters scheduled for the practicum, the Fellows were asked to respond to a sixty-item questionnaire which examined many phases of the practicum experience. This questionnaire was also prepared by the associate director and the practicum director. Although the associate director commonly administered questionnaires and other testing instruments, the program director administered this particular instrument. Before distributing the copies, the director made a plea with the Fellows to respond objectively to the questionnaire and guaranteed them that the practicum director would not have access to the responses until all grades for both the fall and winter quarters had been recorded. Before that time, no grades had been issued.

To gain another perspective on the practicum experience, the ExTFP associate director and the director of the practicum prepared and sent to the cooperative school personnel a twenty-one item questionnaire that contained a number of questions that were identical or similar to the questions put to the Fellows. A variation of these questionnaires was completed by the practicum director. At that time the practicum director did not have access to any of the completed questionnaires.

Due to student riots, Ohio University was forced to close on May 15, 1970, four weeks prior to the scheduled closing time for the Spring Quarter. Although the Fellows did not leave town immediately, it was not possible to administer a planned final questionnaire before the Fellows left the campus. However, all twenty-one Fellows returned a lengthy fifty-item questionnaire that had been sent to their homes. This questionnaire was an adaptation of the questionnaires prepared by Walter H. Crockett, Joseph C. Bentley, and James D. Laird. The teaching faculty that was affiliated with the program and the program director and associate director were asked to complete a twenty-item questionnaire which was an adaptation of a faculty questionnaire prepared by Walter H. Crockett, et. al. Since the Fellows did not pursue all of their course work en bloc, only those faculty members who had five or more Fellows in a class were asked to complete the questionnaire. It was felt that classes with less than five Fellows would not provide a sufficient sampling of the group. Despite reminders, one of these questionnaires was not completed or returned, a failure that was more likely due to negligence than to malevolence.

Of those faculty questionnaires that were returned, six were from the faculty of the College of Education. Of these six, two returns were from faculty members who had been instructors in en bloc courses for all twenty-one Fellows. One return was from a faculty member who had a total of seven Fellows in two classes that were electives. One faculty member was very familiar with the program generally, but had only five Ph.D. Fellows in a class; he was not acquainted with the M.A. Fellows. Although the instrument was less appropriate for them, the remaining two questionnaires were completed by the co-directors of the group process experience. The responses made to these six questionnaires were identified in the various tables included in the study as the "Education Faculty."

Seven questionnaires were returned by faculty members of the Department of Economics. Four of these were returned by faculty members who had conducted en bloc courses for the M.A. Fellows only However, in all but one instance, at least two Ph.D. Fellows enrolled in these courses. One of the questionnaires was returned by a faculty member who had conducted a mandatory course for the M.A. Fellows, but which was an open course. About 75 per cent of the class, however, consisted of M. A. Fellows. One of the questionnaires was returned by a faculty member whose class was an elective but yet drew ten M.A. Fellows in a class with a total enrollment of twelve. Finally, a questionnaire was returned by a faculty member whose elective course drew five M.A.

Fellows and one Ph.D. Fellow in a class of twenty that consisted of undergraduate seniors and graduate students.

The responses to one of the above seven questionnaires, along with several comments explaining the reasons for the various choices, were dictated to the associate director of the ExTFP. The group of seven returned questionnaires is sometimes identified in the various tables as the "Economics Faculty."

The program director, associate director, and the director of the practicum are faculty members in the Department of Economic Education. Each of these members of the Department completed a faculty questionnaire. These responses are sometimes identified as the "Economic Education Faculty."

As a *caveat emptor*, it is important to understand who completed the faculty questionnaires and the different circumstances that prevailed in the various classrooms. These differences were reflected in the returns.

Standardized tests. Instruments to measure cognitive changes that were administered to the Fellows included (1) the *Test of Understanding of College Economics* (TUCE), prepared by the Joint Council on Economic Education in cooperation with the Psychological Corporation of America, and (2) the *Test of Basic Economics* prepared by E. S. Wallace, director, Nebraska Council on Economic Education. Instruments to measure attitude changes included (1) the *Survey of Opinions on Economic Issues* developed by George Dawson, director, New York University Center for Economic

Education, and (2) an Inventory of Economic Opinions prepared by Roman F. Warmke, director, Ohio Council on Economic Education. Each of these instruments was administered on a pretest-posttest basis.

The TUCE, copyright, 1968, consists of four separate tests including Form I, Parts A and B, and Form II, Parts A and B Each of the four forms of the test contains thirty-three multiple choice items with four options given for each item.

The items in the TUCE center primarily around "basic economic questions."[2] Part I covers macroeconomics concepts; Part II covers microeconomics concepts. Although Parts A and B in each form represent equivalent tests, all forms and parts of each test were administered as a pretest and a posttest. This procedure was followed because (1) the reliability of Part II has not been firmly established, (2) the use of all forms of the test provided additional data for analysis and therefore helped to establish greater validity and (3) the time that elapsed between the administration of the pretest and the posttest was judged to cancel any retention factor.

The Test of Basic Economics consists of seventy-five questions or incomplete statements that may be answered by selecting the best choice from among four alternatives that are given. There is no equivalent form to the *Test of Basic Economics* and therefore the one form was used for both the pretest and the posttest.

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[2] The Committee for a College-Level Test of Economic Understandings of the Joint Council on Economic Education. Manual: Test of Understanding in College Economics. (New York: Psychological Corporation, 1968), p.6.

The following paradigm indicates the testing procedures used for both the TUCE and the *Test of Basic Economics*:

$$0_1 \text{ X } 0_2$$

To analyze the pretest-posttest scores obtained on the TUCE and the pretest-posttest scores obtained on the *Test of Basic Economics*, a *t* test was employed to test the significance of the difference between means for dependent samples. The formula used for this analysis follows:

$$t=\frac{D}{\sqrt{[N\Sigma D^2-(\Sigma D)^2]/N-1}}$$

The four forms of the TUCE and the *Test of Basic Economics* were analyzed separately; in the analysis, each pretest was paired with the identical test used as a posttest. In each instance, the null hypothesis was formulated, i.e., that there was no difference between the mean score obtained by the pretest population and the mean score obtained by the posttest population. This formulation may be written as follows:

$$\text{Ho: } \mu_1 - \mu_2 = 0$$

The alternative hypothesis formulated in the analysis was that there was a difference between the mean score obtained by the pretest population and the mean score obtained by the posttest population. This formulation may be written as follows:

$$\text{Hl: } \mu_1 - \mu_2 \neq 0$$

The level of significance in testing was established at .05. Since it was expected that the difference between means would indicate an increase in the scores of the posttest population, a one-tailed test was applied. The degrees of freedom were equal to N-1 or 20.

Since six of the seven Ph.D. Fellows held advanced degrees in economics prior to participation in the ExTFP, many of them concentrated their work in the education component of the program. Because of this situation, it was thought that perhaps there would be some regression in the test scores for the Ph.D. Fellows. To analyze this possibility, the test scores obtained on the Test of Basic Economics were analyzed (1) in total, and (2) separately for the M.A. and the Ph.D. Fellows.

The single form of the Survey of Opinions on Economic Issues was administered to the Fellows as a pretest and a posttest. The test consists of thirty-five items to which respondents may mark (1) strongly agree (SA), (2) agree (A), (3) undecided (U), (4) disagree (D), and (5) strongly disagree (SD). The major purpose in administering this test was to determine any major shifts in attitudes toward economic concepts and policies. The test is of recent origin and has not been used extensively to date; no statistical applications have been made of the responses at this time. However, the test was analyzed (1) to identify shifts in attitudes from the pretest to the posttest, (2) to determine the nature of any shifts and why they were made, and (3) to examine extreme opinions and identify any changes between the pretest and the posttest.

The Inventory of Economic Opinion consists of seventeen items to which respondents may agree or disagree. As with the attitude test prepared by Dawson, this test was given on a pretest-posttest basis for the purpose of determining any significant shifts in attitudes that the Fellows might have over the year. To analyze the test results, a sign test was employed, i.e., a test that uses plus and minus signs rather than quantitative measures as its data. The null hypothesis was formulated for each item where:

$$p\ (X_A > X_B) = (X_A < X_B) = 1/2$$

where X_A represented the posttest score
where X_B represented the pretest score.

Under the formula, the probability that the number of agree responses on an individual item on the pretest will be greater than the number of agree responses on the posttest is equal to the probability that the number of agree responses on an individual item on the posttest will be greater than the number of agree responses on the pretest. Stated differently, the null hypothesis was formulated that the median difference on individual items from the pretest to the posttest would be zero.

The alternative hypothesis formulated was that:

$$p(X_A > X_B) \neq (X_A < X_B) \neq 1/2$$

Using a correction for continuity factor of -0.5, the following formula was used to analyze the data:

$$z = \frac{(\pm .5) - 1/2\ N}{1/2\ \sqrt{N}}$$

Using a Table of Probabilities Associated with Values as Small as Observed Values of x in the Binomial Test, that provides probabilities under Ho for the binomial test when P = Q = 1/2, the data were examined to determine any significant shifts between the pretest and the posttest.

CHAPTER IV

THE ANALYSIS AND INTERPRETATION OF DATA

In November, 1964, Congress authorized an amendment to the National Defense Education Act that brought into existence the Title XI institute programs in the humanities and social sciences to be administered through the USOE. Title XI, authorized some seven years after Sputnik, was designed to improve the qualifications of elementary and secondary teachers in most major subject areas, except mathematics and science. The major focus of the proposed programs was placed on subject-matter content coupled with ways of using that content in classroom situations.

Authorization for the academic and full-year Experienced Teacher Fellowship Programs for elementary and secondary teachers was authorized under Title V, Part C of the Higher Education Act of 1965; the programs were initiated in 1966. The Experienced Teacher Fellowship Program was subsequently incorporated into the more comprehensive Education Professions Development Act, authorized by Public Law 90-35 and effective July 1, 1968.

I. PROGRAM RATIONALE

USOE objectives. To improve the quality of education in the nation's elementary and secondary schools, Experienced Teacher Fellowship Programs were supported to (1) provide full-time graduate education and specially planned courses of studies for experienced teachers and (2) create an increased concern for the training of teachers in colleges and universities throughout the nation. Whereas in some of the earlier programs efforts were made to attract and select potentially influential teachers to participate in the programs, by 1969 there were greater efforts put forth to attract experienced teachers teaching in schools located in urban ghetto areas and rural poverty regions.

Although the conception of the Experienced Teacher Fellowship Program generally was broad and inclusive, covering a wide range of subject-matter, the directors of funded programs were encouraged to (1) create better cooperation between subject-matter and teacher-education specialists, (2) design specific courses for a rather homogeneous group of students, and (3) encourage better cooperation between institutions of higher education and local school districts and systems.

In promoting greater cooperation between subject-matter and teacher-education specialists, the USOE administration began to encourage the institutionalization of special programs for teachers. As an ultimate goal, the USOE administration hoped to create a new cadre of college professors who would have an impact on the nature of teacher education, and beyond, the nature of the university itself. Donald N. Bigelow, Director, Division of College Programs, and then Director of the Division of Educational Personnel Training, speaking before the nineteenth annual conference on teacher education of the Texas Education Agency, October, 1966, spoke of teacher education as "that separate and distinct part of the academic world which is most directly and immedlately concerned with the production and training of teachers and proclaims its mission as such." He referred to the non-teacher education part as "the establishment, since, invariably, this is the term applied to the high church of any society and it neatly describes the university."[1]

Bigelow went on to identify teacher education as a "ghetto" and the establishment as a "landlord" and suggested that

> While it might appear that the establishment, the non-teacher education part (or the high church) has assumed exclusive rights to those subjects which are thought of as 'substantive,' which usually fall within the liberal arts curriculum, there never has been any particular logic which proclaims just what is meant by 'high quality substantive courses.'[2]

Of the belief that "segregation, as in the past, of the educationists and the liberal arts teacher is no longer meaningful," Bigelow expressed a belief in the "beginning of a synthesis," a move toward the "twin goals of teaching and learning," and a realization on the part of many professional educators that "content and method are indeed indivisible."[3]

In supporting Experienced Teacher Fellowship Programs the USOE administration insisted that the college courses should be especially designed for school teachers and that they should be distinctive. The USOE administration recognized that classroom teachers had particular needs and that even a well-taught course directed toward students with different interests and vocational concerns did not necessarily provide useful instruction for the classroom teacher. Therefore, the USOE encouraged an _en bloc_ procedure where courses could be tailor- made for a homogeneous group of students of defined background and preparation. It was hoped under this procedure that professors would direct their attention specifically to the needs of the classroom teacher and that they would not assume that the teacher would or could by himself transfer knowledge into imaginative curriculum, lesson plans, and classroom procedures.

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[1] Donald N. Bigelow. On the Rediscovery of Teacher Education. (Washington, D. C. : U.S. Department of Health, Education and Welfare, 1967), p. 5. (mimeograph.)

[2] Ibid.

[3] Ibid. , pp. 7-8.

Critical of regular graduate school programs that left the individual classroom teacher to the mercy of the "catalog's cafeteria-like offerings," the USOE administration hoped through the _en bloc_ organization to provide greater visibility of the program on the campus and a greater opportunity for program participants to profit from interaction with their peers and the formal instruction of their professors. It was hoped ultimately that "establishment" professors would take advantage of the special opportunity offered through _en bloc_ programming to give serious thought to the teaching and learning process rather than assume that someone else, presumably from the college of education, would address himself to the problem. Speaking on this need, Robert D. Cross, President, Hunter College, in an address delivered to the third annual meeting of Directors of NDEA Institutes for Advanced Studies in Washington, D. C., November 1966, commented on a "brilliant lecture" by an "extremely competant historian" who spoke of changing interpretations on the coming of the Civil War. An institute participant asked at the conclusion of the lecture what might be the implications of this lecture for the way one taught a unit on the Civil War in the schools. "The lecturer, an honest man, replied that he had never been able to figure that out in giving his college class either."[4] One of the major intents of the new legislation was to encourage "brilliant" professors, such as the competent and honest historian, to address themselves to the important needs in elementary and secondary education.

A final recommendation and hope of the USOE administration in regards to the Experienced Teacher Fellowship Programs, as well as summer institutes, was to encourage greater cooperation between institutions of higher learning and local school districts and systems. To encourage greater cooperation, the USOE administration recommended that program participants be selected by their home educational system and that the local system guarantee the applicant a position upon completion of the program. Furthermore, the USOE administration encouraged program directors to conduct practicum experiences in which the participants would be given an opportunity to use content and experimental designs in actual classroom situations in local school districts. These opportunities were to be provided by the local school districts in a cooperative effort encouraged by the universities. The USOE bulletins and handbooks did not specify how the practicum experience should be conducted, but did strongly encourage some type of practicum experience.

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[4] Robert D. Cross. The Testimony of a Repentent Backslider. (Washington, D.C.: U.S. Department of Health, Education, and Welfare, December, 1967), p. 6. (mimeograph.)

In summary, the USOE administration wished to promote innovative teacher education programs proposed and conducted by institutions of higher education. The primary intent in granting support to special programs was to provide a stimulant to curriculum and institutional change; the support was not granted to perpetuate an ineffective and outmoded educational system. Donald Bigelow stated the case in introducing the then new Education Professions Development Act when he declared that

> While its purpose is to increase the quality and quantity of all types of educational personnel, its immediate focus is unmistakable: to continue the efforts made over the last ten years to foster maximum interaction among educational institutions and community agencies in order to bring about institutional change to improve the production of teachers--the number one priority in American education.[5]

Over a period of several years, the USOE administration consistently maintained that curriculum and institutional changes in education were the primary goals in granting program support.

The ExTFP Objectives. Reflecting the general guidelines and emphasis of the USOE administration, the proposal submitted to the USOE requesting support for the ExTFP identified four major objectives. The first of these objectives was a request for the support of five post-M.A. participants who would be trained for leadership roles in teacher education including executive positions with (1) councils and centers on economic education and (2) innovative projects in curriculum development and instructional techniques. It was hoped through this objective to prepare a national cadre of leaders in economic education specifically and teacher education generally who could in time be placed in pivotal positions where they would directly or indirectly affect elementary and secondary education.

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[5] A Handbook for Directors: Education Professions Development Act, Programs 1969-70. (Washington, D. C.: U. S. Department of Health, Education and Welfare, 1968), p. viii.

The second broad objective called for the support of twenty-five elementary and secondary teachers, especially those teaching in poverty areas. The broad objective to be achieved in having these teachers participate in the program was to provide elementary and secondary school systems with specialists in economic education prepared to implement imaginitive and effective programs of instruction, research, curriculum development, and community service.

The third objective was to expand upon liaison efforts for program enrichment between Ohio University and local school systems in cooperation with the Ohio Council on Economic Education, state departments of education, and professional agencies and associations. It was hoped through this objective to strengthen an "external image" that would encourage the expansion of economic education activities on other college and university campuses.

The fourth broad objective was to develop through the ExTFP an "internal image" that would foster similar university-school cooperation and emulation among other departments and divisions of the university. That is, it was proposed that the ExTFP would help to institutionalize economic education at Ohio University as well as promote teacher education programs at Ohio University generally by creating a greater concern and interest for the teaching process as it applies to elementary and secondary education.

The broad objectives, it was suggested in the proposal, would be achieved through more specific objectives and methods, structured to provide teachers of common educational backgrounds and academic interests (1) a rigorous and systematic program of study, (2) a substitive background in economics with special emphasis on the analytical methods of the economist as a social scientist, (3) assistance in translating economics and scientific methods of inquiry into viable curricula suited to elementary and secondary social science courses, and (4) with a knowledge of the new and challenging materials developed through curriculum research and development projects The means for reaching these objectives, both the broad and the specific goals, were developed in the remainder of the program proposal.

II. ANTECEDENTS

Program context. Ohio University, the host institution for the ExTFP, is a state educational institution located in Athens, Ohio, and in the non-industrialized, Appalachian portion of the state. Founded in 1804, Ohio University is the oldest public institution of higher education located in the Old Northwest Territory. At the turn of the century, the coal mining industry made this section of the country an active and thriving region. Today, with the coal mining industry defunct, small towns with declining populations dot the picturesque landscape of this area on the western slopes of the Allegheny foothills.

During the 1969-70 academic year, Ohio University's enrollment on the Athens campus was around 17,800 graduate and undergraduate students. Undergraduate students could pursue degree programs selected from 100 study areas; graduate studies included 44 master's programs and 15 doctoral areas. The university maintained additional educational programs offered through the five branch campuses located in the southeastern section of Ohio.

Through special teacher programs and curriculum projects, Ohio University has distinguished itself in the area of economic education. Since the first and subsequent annual summer institute in economic education in 1952, and the founding of the Ohio Council on Economic Education (OCEE) in 1953, Ohio University has provided a systematic program of instruction, research, and service to elementary and secondary teachers and school systems in economic education. The extent of involvement in special economic education programs is suggested by the information which reveals that (1) 750 teachers participated in OCEE sponsored or co-sponsored in-service programs in economic education during the year 1969-70, (2) the ExTFP was the second Experienced Teacher Fellowship Program conducted at Ohio University, (3) besides the OCEE, a Department of Economic Education has been established in the College of Business Administration in 1967, (4) the Department conducted a Special Clinic for NDEA and NSF economic institute directors in 1968, (5) Ohio University offers an M.A. in Economic Education and a Ph.D. in Secondary Education with a Concentration in Economic Education, (6) a national depository for the award winning Kazanjian Foundation materials in economic education is located at Ohio University, (7) the staff of the OCEE in cooperation with Ohio's State Department of Education produced a special economic education series of TV films in 1969-70, (8) the National Science Foundation (NSF) supported a cooperative school program in economic education in 1969-70, and 1970-71, and (9) NSF has granted support for an in-service institute in economic education, 1970-71.

The initial impetus for special programs in economic education at Ohio University began in 1953 when John C. Baker, then President of Ohio University, and a group of faculty members, founded the Ohio Council on Economic Education. The OCEE was established as a non-profit educational organization whose major purpose was to encourage, coordinate, and service "economic understanding through objective study." Since the first summer workshop in 1952 and the founding of the OCEE in 1953, the Council has increased its services and staff and expanded its budget. Besides in-service courses for teachers, summer institutes, and extensive materials distribution, the Council sponsors special and intensive programs in select school districts including Developmental Economic Education Programs (DEEP) and Systematic Economic Education Development (SEED).

The Council works in cooperation with other institutions of higher education, elementary and secondary schools, and Ohio's State Department of Education. Support for the many services and programs is received from leaders who represent several sectors of the economy in Ohio including business, labor, industry, and agriculture; OCEE board members include executive officers from all of the above areas.

Besides the materials distributed to elementary and secondary schools, the OCEE maintains two materials centers. One of these is the depository for the award-winning materials in economic education supported through the Kazanjian Foundation. These materials are located in a separate room in Ohio University's Vernon R. Alden Library. The second center for materials is the Curriculum Materials Laboratory that contains 1,000 volumes in addition to a collection of economic education curriculum guides, courses of study, research reports, periodicals, newspapers, and related materials. The Curriculum Materials Laboratory is located in a room adjacent to the offices of the Council and Department staff.

The establishment of the Department of Economic Education at Ohio University was a direct outgrowth of the OCEE educational activities and was initially established to work with special academic programs not supported through the private sector of the economy. The Department, located along with the OCEE in the College of Business Administration, is a fully accredited and recognized academic unit concerned primarily with teacher education and the translation of economic content into curriculum appropriate to elementary and secondary students. Through cooperation with other departments, especially the Department of Economics and the Department of Secondary Education, the Department of Economic Education maintains an inter-collegiate, inter-departmental, and inter-disciplinary approach in teacher education and curriculum development with an emphasis upon economic education.

To date, courses offered by the Department of Economic Education have been almost exclusively for experienced teachers with credit available at both the undergraduate and the graduate levels. The Department administers the M.A. in Economic Education and works in cooperation with the Department of Secondary Education which offers the Ph.D. in Secondary Education with a Concentration in Economic Education. As part of the institutionalization process, courses in economic education will be offered for pre-service teachers at the undergraduate level commencing in the Fall Quarter, 1970.

Despite the evidence of overall University support, that included the establishment of (1) the OCEE as a service component of the University and (2) the Department as a viable academic unit in the College, there were evident during the year of the ExTFP some obstacles to successful institutionalization at the College level. Primarily, the problems revolved around the manner of financing special programs in economic education and the unique nature of these programs. In contrast to the usual direction of the rest of the College, the programs and courses in economic education were directed toward experienced teachers and at the graduate level only; they were financed through special grants, as, for example, the USOE grant that supported the ExTFP. These potential sources of conflict were compounded by the fact that the year of the ExTFP was a transitional year in the College. While the Dean of the College was completing a five-year term of office, the College faculty, in cooperation with the Vice President and Dean of Academic Affairs, appointed a Dean Search Committee. The Director of the ExTFP served as a member of this committee.

The terms of the grant for the ExTFP included a stipend to each participating Fellow of $4,800 for the full-year and $720 for each dependent. Additionally, the University was granted support of $3,100 for each participant for the full-year to conduct the program according to the terms of the proposal. The University-support funds from the USOE were placed into the general budget of the University. It became then the responsibility of the Department Chairman to negotiate a line-item budget with University officials to conduct the program in accordance with the terms of the proposal that the USOE administration had agreed to support.

In the negotiations with the University administration, the Department was granted a line-item budget that was consistent with the terms of the proposal. This budget was approved by the University President, the Provost, who was in charge of academic affairs, and the Dean of the Graduate College. At the College level, however, problems arose after the budget had received approval by Central Administration. For instance, the line-item budget negotiated with the central University officials included funds for travel and guest speakers that were in excess of all other departments in the College combined. (The College is, however, a relatively small College and does not offer any doctoral programs.) In this instance, the funds granted to the Department for travel and for guest speakers had been included in order to meet the terms of the proposal agreement with the USOE. Based on the amount of support in certain areas, the College administrators referred to the Department as a "fat cat" department. Further, there were several successful attempts made to confiscate Department funds despite the fact that the program enjoyed the support and respect of the University's central administration. (At Ohio University, once a departmental budget has been approved at the central administrative level, future negotiations rest almost entirely between the department chairman and his respective dean.) Thus, constant budget surveillance within the College became necessary to fulfill the legal requirements and the spirit of the grant.

It should be noted, however, that any problems that occurred at the College level were not unique in higher education; the "high church" was everywhere alarmed over proposed changes. For instance, at the meeting of program directors held in Washington, D. C., February 6-7, 1969, in a sectional meeting conducted by Donald N. Bigelow, the program directors present inveighed against the administrative officers from the institutions they represented for confiscating funds provided by the USOE in support of the programs to be conducted at these institutions. Not uncommonly, administrative officers made large charges for tuition against the program grant, levied extra charges for en bloc courses, and at the same time received state assistance for the courses on a full-time equivalent basis. This procedure resulted in a situation where, in some instances, less than half of the funds generated by the program were used in its support. According to the program directors present, it was difficult to conduct the programs initially proposed because (1) the USOE administration often failed to support those portions of the proposed programs that represented a departure from conventional programming (often the very items that had led to the high rating of the proposal by the proposal readers) and (2) the host institutions often charged and sometimes double charged against the grant's budget for any services provided. The plea of many program directors present at the February meeting was for USOE administrative support in conducting funded programs and for ideas in arranging program budgets that would lead to greater protection of grant money.

Since the host institution had experienced rapid student growth during the decade of the 1960's, there was a shortage of classroom and office space throughout the University. Neither the OCEE nor the Department of Economic Education were granted adequate facilities to conduct the volume of business prompted by special teacher education programs and projects. Although the USOE administration encouraged and expected that facilities for special programs would be adequate, the Department could not provide a suitable or attractively furnished study area that could accommodate groups of students in excess of ten.

Because of the lack of space, the facilities for economic education were divided between two buildings. The main facilities were located in the basement of a building that had at one time served as the University gymnasium. These limited quarters, lacking even a fenestella, contained the offices of the director and associate director, a staff member of the OCEE, the Department and OCEE secretarial staff, and the Curriculum Materials Laboratory. Despite requests to be moved from the "temporary" quarters into more adequate and suitable facilities, no changes were made during the year.

Because of the shared interest in teacher education, the Department of Economic Education in large part achieved its goal of an inter-collegiate and inter-departmental approach. The extent of achievement is suggested by the cooperative and cordial relationship that existed between the Department of Economic Education, located in the College of Business Administration, and the Department of Secondary Education, located in the College of Education. The inter-collegiate approach did not, however, extend beyond these two colleges. Additionally, an inter-departmental approach to teacher education programs in economic education existed within the College of Business Administration. Candidates for the M.A. in Economic Education took many of their courses in economics, courses which were offered through the Department of Economics. Although this inter-departmental approach was generally satisfactory, there were isolated instances of dissatisfaction that may have been triggered by the potential competition between the two departments.

Except for the relationship that existed between the disciplines of economics and education, the goal of an inter-disciplinary approach in teacher education was not achieved in any meaningful way. Although the ExTFP was "in Economic Education and Related Social Sciences," only limited references were made to the relationship of economics with the other social sciences during the year. The Fellows in the ExTFP were encouraged to pursue course work in other social sciences for their electives however, many Fellows selected courses in economics and education. Furthermore, only limited communications were established between the Department of Economic Education and such departments as political science, sociology, geography, or history.

In an effort to assess the program context, the teaching faculty was asked to respond to several questions relative to this area. Table I gives an indication of the faculty's opinions of the attitude of the host institution toward the ExTFP.

TABLE I

THE FACULTY'S OPINIONS OF THE ATTITUDE OF THE HOST INSTITUTION TOWARD THE ExTFP

What was the attitude of your instituion toward the Experienced Teacher Fellowship Program?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Strong interest and support. .	2	1	0	3
Cooperative	1	5	3	9
Toletated it	0	1	0	1
Lack of interest and support .	0	0	0	0
No acquaintance with it . . .	1	0	0	1
No response	2	0	0	2

The responses to the question posed in Table 1 should not be construed to mean that the individuals who were not of the opinion that there was stong interest and support toward the ExTFP were themselves not interested or supportive. Rather, the data included in the table should be interpreted to mean that a majority of the individuals responding to the question were of the opinion that there was not evidence of overall strong interest and support.

A related question was put to the teaching faculty to learn their perception of the fit of the Fellows to the type and objectives of the host institution. As the responses to the question posed in Table II suggest, several of the teaching faculty found exceptions.

TABLE II

THE FACULTY'S OPINIONS OF THE FIT OF THE FELLOWS WITH THE TYPE AND OBJECTIVES OF THE HOST INSTITUTION

How closely do you feel the participants selected for your Experienced Teacher Fellowship Program fit in with the type and objectives of your institution?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Very closely	3	1	2	6
A few exceptions	3	3	1	7
A number of exceptions. . . .	0	2	0	2
Hardly fit at all.	0	0	0	0
No response	0	1	0	1

In interpreting the data in Table II, there remains some question as to what the teaching facultyperceived the type and objectives of the institution to be and what they thought ideally they should be. Those members of the teaching faculty who observed this distinction may have responded differently if this distinction had been made clear. Nonetheless, the teaching faculty that worked with the ExTFP was generally of the opinion that there was a goodness of fit or a few exceptions between the institution and the Fellows who participated in the ExTFP.

In analyzing the program context, the external evaluator found indications of a "lack of integration among the various components" of the program, an observation based on the interviews with the Fellows. The Fellows were consistent in their opinions as suggested by their responses to the question in Table III.

TABLE III

THE FELLOWS' ASSESSMENT OF PROGRAM COORDINATION

The program involved instruction in more than one academic department. How well was the material in one department coordinated to that in another?	Ph.D.	M.A.	Total
They fitted together very well . . .	2	0	2
They fitted together quite well . . .	5	11	16
They didn't fit together at all well. .	0	2	2
No response	0	1	1

Based on the assessment of the external evaluator, some of the reasons for the opinions of the Fellows was based on the "lack of in-depth knowledge concerning economics" and of being "rushed through the summer introductory course." Since this assessment is perhaps essentially correct, even more careful plans will need to be made to make program participants and the teaching faculty more familiar with the program context early in the year.

Curriculum content. As recommended by the USOE administration, the ExTFP led to an advanced degree. Fellows in the M.A. portion of the program followed a schedule whereby they could obtain the M.A. in Economic Education during the one year of the program. The post-M A. Fellows were not expected to complete all of the requirements for the Ph.D. in Secondary Education, but did pursue a program plan that enabled them to complete the major portion of course work during the year.

The M.A. program was organized specifically for experienced teachers with a baccalaureate degree and a standard teaching certificate; applicants for the degree were expected to meet the normal admission requirements for the Graduate College of Ohio University. Because of the planned practicum, the Fellows were required to take more than the minimum 48 quarter hours of credit in economics, education, and economic education. However, due to the special nature of the ExTFP, prerequisites in economics were not required for admission. En bloc programing, as recommended by the USOE administration, was arranged for the required courses with the exception of three economics courses that had open enrollment. An outline of the M.A. curriculum for the ExTFP as it appeared in the program brochure has been reproduced on page 97.

Perhaps the only adjustment of any consequences in the program outline was the change of the Master's Seminar, scheduled during the Spring Quarter, from three credits to one credit. Since formal class sessions in economic education were not scheduled during the Spring Quarter, this

PROGRAM CONTENT AND ORGANIZATION

Course Title	Course Description	Quarter Credits
	Summer Quarter	
Fin 551	Monetary Policy	3
EcEd 546	Economics in the Curriculum	3
EcEd 549	Economic Education Programs	3
EdSe 555	Adv. Principles of Teaching	3
	Inter-Quarter	
	Special Non-Credit Group Process Experience	
	Fall Quarter	
EdRS 521	Educational Statistics	4
Econ 515	Economic History of the United States	4
EcEd 650	Economic Education Research	3
EcEd 690	Studies in Economic Education: Practicum	4
	Winter Quarter	
Econ 503	Advanced Micro-economic Theory	4
Econ 575	Economics of Poverty	4
EcEd 651	Economic Education Seminar	3
EcEd 690	Studies in Economic Education: Practicum	4
	Spring Quarter	
Econ 504	Advanced Macro-economic Theory	4
Econ 576	Economics of Human Resources	4
EcEd 691	Master's Seminar: Colloquium Paper	3
Econ	Elective in Economics*	4

*In general, participants in the program will be encouraged to select from among the following courses:

Econ 505	History of Economic Thought	4
Econ 525	Comparative Economic Systems	4
Econ 528	Regional Analysis	4
Econ 535	Introduction to Econometrics	5
Econ 563	Economics of Government	4
Fin 655	Seminar in Monetary Theory	4

adjustment allowed the M.A. Fellows to complete their colloquium papers independently and take an elective in any subject-matter area they wished.

The M.A. in Economic Education, which was approved by the Ohio Board of Regents in May, 1968, consists of two major components including (1) a minimum of twelve quarter credits in economic education courses and (2) a minimum of twenty-seven quarter credits in economic courses. Remaining courses to complete the necessary total of forty-eight credits for the degreemay be selected by the degree candidate in consultation with his advisor; choices for electives are based on the individual candidate's background and interest. The program schedule for the M.A. in Economic Education is included in Appendix I of this study.

The courses in economic education included in the degree program were introduced into the Ohio University curriculum in 1967 to assist the experienced teacher in the Experienced Teacher Fellowship Program, 1967-68, in making direct translation of economic content into curricula suitable for elementary and secondary students. The sequence of economic education courses scheduled _en bloc_ for all twenty-one Fellows was included in the ExTFP for the purpose of providing a means for the Fellows to snythesize a number of experiences including (1) past educational and professional experiences, (2) formal course work in economics, (3) formal course work in education, and (4) the scheduled practicum experiences.

This synthesis was planned around the Master's colloquium paper which was required in lieu of a Master's Thesis. The colloquium paper was to consist of teaching units intended for specific courses that the Fellows expected to teach upon completion of the program. Further, an original copy of each completed paper was to be bound and left on file in the OCEE's Curriculum Materials Laboratory. Since the Ph.D. Fellows all held advanced degrees, and further, were not necessarily expected to return to elementary or secondary teaching positions, they were not required to complete a Master's colloquium paper; instead, they were required to complete a scholarly paper on a subject in or related to economic education.

The economics portion of the M.A. program consisted of basic economics courses and was included in the ExTFP to provide a foundation in economics that was considered essential to understanding basic theory and identifying major concepts, ideas, and the frame of reference of the professional economist. Since it was anticipated that many of the M.A. Fellows would not have an adequate background in formal economics instruction upon entry into the program, two introductory courses were included in the summer schedule. The courses in the economics of poverty and the economics of human resources were included in the schedule because the M.A. portion of the program was directed toward experienced teachers employed in urban ghettoes and rural poverty regions.

A basic en bloc course in education was included in the summer schedule for all twenty-one Fellows to make the Fellows familiar with contemporary learning theories, the taxonomies of educational objectives, and recent developments and issues in elementary and secondary education.

The introductory educational statistics course was included in the schedule in lieu of an econometrics course and was scheduled en bloc for all twenty-one Fellows. The major purpose of this course was to make the Fellows (1) familiar with basic statistical concepts that would be used in the scheduled advanced economics courses, and (2) more knowledgeable of research techniques and better able to understand professional research studies in education and economics.

Individuals interested in making application for the Ph.D. portion of the ExTFP were not provided a schedule or description of the degree program in the brochure, but were required to request information about the doctoral program from the director of the ExTFP. This procedure was followed because the Ph.D. program has several components that include specific requirements as well as general requirements that the individual candidate for the degree establishes in cooperation with his degree committee.

The Ph.D. in Secondary Education with a Concentration in Economic Education was prepared by the chairman of the Department of Economic Education and the chairman of the Department of Secondary Education; a proposal for the degree was submitted to the University curriculum committees and the Ohio Board of Regents in 1966 and approved in March, 1968. In general, students in this degree program are expected to complete a minimum of 65 quarter credits each in (1) education, and (2) economics and economic education. In the education component of the program, a candidate usually concentrates his work in the areas of (1) statistics, (2) research and design, and (3) curriculum development. In economics, candidates are expected to demonstrate competency of basic economic theory including national income analysis, microeconomics, macroeconomics, economic history, comparative economic systems, money and banking, international economics, public finance, the economics of human resources, and labor economics. This broad coverage rather than content specialization, couped with course work in economic education, is considered necessary to qualify a candidate as an economic education specialist. The complete schedule of course requirements for the Ph.D. is included in Appendix I.

Besides the required course work, candidates for the Ph.D. are expected to pass (1) a statistics proficiency test, prepared and administered by the educational statistics faculty in the University's College of Education, and (2) a standardized modern foreign language proficiency test prepared by the educational testing service of Princeton, New Jersey. Additionally, degree candidates are expected to file a record of scores obtained on the Graduate Record Examination (GRE) and to satisfactorily complete an Advanced Writing Test prepared and scored by the Graduate Committee of the Department of Secondary Education. Finally, each candidate must submit a dissertation for approval by his program committee.

The Ph.D. program consists of a blend of course work in education, economics, and economic education directed specifically toward potential leaders in teacher education and with an emphasis in economic education. Although the degree is in secondary education, the degree program represents a cooperative effort of the Departments of Second ary Education and Economic Education. A candidate's committee chairman and advisor in education is selected from the faculty of the Department of Secondary Education; the advisor in economics and economic education is selected from the faculty of the Department of Economic Education. Although the number of courses required for the degree may be greater than are required in some doctoral programs, the two departments have taken a liberal attitude toward the transfer of credits from other colleges and universities. In fact, candidates for the degree are expected to hold an M.A. in (1) economics or (2) education before they may be accepted into the program. Applicable credits earned in other degree programs may be transferred and applied to the Ph.D. program at Ohio University with the consent of the advisor in the respective departments. Even with this policy toward transfer credits, few individuals can complete the degree program in less than two years.

Besides the normal course requirements for either the M.A. or the Ph.D., Fellows in the ExTFP participated in (1) a practicum experience, and (2) a group process experience. Participation in these activities or experiences was mandatory because of the nature and design of the ExTFP; they are normally not part of either degree program at Ohio University.

Designing the program. The co-authors of the proposal submitted to the USOE requesting support for the ExTFP were the then proposed director and associate director of the ExTFP. The proposal was a detailed and at times repetitious document that elaborated on many of the suggestions found in the proposal guidelines. For instance, in developing a rationale for special teacher education programs for educational personnel employed in poverty areas, the authors of theproposal devoted fifteen pages to a statement of need.

The detailed and punctilious elaboration found in the proposal was in no small part influenced by the experiences of the previous year. The Department of Economic Education had administered an Experienced Teacher Fellowship Program during the academic year 1967-68. To the chagrin of all those associated with the 1967-68 program, and despite guidelines information that previously supported programs would be given preference and rumors that the USOE administration would support a similar program during the year 1968-69, the proposal submitted for 1968-69 was not funded. The impact of this withdrawal of support posed an immediate threat to the newly established Department of Economic Education. "Tooling up" for special programs included the addition of faculty and staff members and the purchase and rental of office equipment in order to conduct these programs in an efficient and effective manner. The withdrawal of support after one year placed considerable strain on a new academic unit still struggling for existence and recognition in the "high church."

Despite the frustrations that ensued, the Department survived the year 1968-69. Realizing, however, that a failure to gain support in another year would severely cripple the Department and frustrate plans for the continued institutionalization of economic education at the University, the proposed director and associate director of the 1968-69 Experienced Teacher Fellowship Program met in Washington, D. C. with staff members of the USOE to discuss (1) procedures in the selection process for supporting Experienced Teacher Fellowship Programs, (2) the specific content of the 1968-69 proposal in economic education submitted by the Department, and (3) the status of the Department of Economic Education with the USOE administration in regards to the submission of a program proposal for 1969-70. Several members of the USOE staff met with the proposed director and associate director in a generally cordial atmosphere to discuss the three areas of concern.

Regarding the first topic, the USOE staff members present defended the procedure used for proposal reading and evaluation. This procedure was one of having proposed directors of proposed programs read and evaluate the submitted proposals, i.e. the proposed directors of proposed programs that were among the competition. The rationale for this procedure was that these individuals, as opposed to other individuals, were more likely to be familiar with the objectives of the USOE administration in granting program support and were therefore in a better position to know what proposals held the greatest promise for attaining these objectives.

The USOE staff members present noted further that the proposal under discussion had not been recommended by the proposal readers. However, they did recognize and state that the withdrawal of support after one year did likely create a difficult situation for an institution that was prepared to move forward with a second program. Further, although the USOE representatives present said that the USOE staff had acted in good faith (a point that was not debated) there remained some question over the amount of attention paid by the proposal readers to the point in the guidelines that programs supported in 1967-68 would be given a preference for renewal in 1968-69. Finally, the USOE representatives present during the formal session commented on several occasions that the proposal under discussion was "a good one."

The third area of concern, viz., the status of the Department of Economic Education with the USOE, was not discussed directly in the formal meeting, but the general tone of the meeting suggested that there was no animosity between the two parties. The second topic, involving the specific proposal under discussion was not given great attention during the formal session, but was discussed during an informal session by the proposed director and associate director and two representatives from the USOE. During this discussion, the USOE representatives commented on the overall good rating of the proposal, but suggested areas of improvement for any future proposals to include (1) a clearly defined practicum, (2) a clearly defined rationale for selecting participants from grades 1 through

12, and (3) greater detail in the evaluation and follow-up procedures. (It was somewhat ironic that later in that month, March, 1968, the Department of Economic Education held a one wekk "Special Clinic" for NDEA and NSF directors of economic institutes to provide suggestions for program effectiveness to the directors of institutes which were funded. The Special Clinic was supported through the USOE.)

Because of the experience with the 1968-69 proposal, coupled with the information gained during the sessions in Washington, D. C. in March, the proposal for program support for the ExTFP contained detailed plans describing a practicum experience, a group process experience, administrative plans, program balance, extensive internal and external program evaluation plans, and other special features. An example of a special feature in the design of the ExTFP was the request for support and the subsequent approval for two specific types of participants, viz., (1) post-M.A. Fellows who came to the campus to pursue the Ph.D. in Secondary Education, and (2) M.A. candidates in pursuit of the M.A. in Economic Education. The ExTFP was probably the only Experienced Teacher Fellowship Program in any discipline in the nation that included this mix of participants. The original proposal had requested support for twenty-five M.A. candidates and five post-M.A. candidates. After negotiation with the USOE coordinating staff, support was granted for fourteen M.A. and eight post-M.A. Fellows.

Another special feature included in the proposal was a request for the support of a pre-program project directed toward the recruitment of experienced teachers from the entire state of West Virginia, eastern Kentucky, and southeastern Ohio. This pre-program project was included in the proposal because of the previous experiences with participant recruitment. The 1967-68 program had been directed toward experienced teachers employed in school systems in the thirteen state area comprising Appalachia. Because of an insufficient number of applications from teachers who qualified for graduate studies at the University, it became necessary to design a cooperative arrangement with the director of a similar program in economics which was not restricted to a geographical region and who had on file more qualified applicants than his program could support. Following this arrangement, some of the participants in the 1967-68 program were individuals who were not from school systems in the Appalachian Region, and furthermore, were individuals who had not applied for the program at Ohio University. Because of this experience, the proposal for an Experienced Teacher Fellowship Program, 1968-69, called for teacher participation on a national level, and made no specific reference to educational personnel employed in poverty areas.

The proposed pre-program project included in the ExTFP proposal called for the then proposed associate director to visit schools in poverty communities in the tri-states of West Virginia, Kentucky, and Ohio in an attempt to inform teachers of the program and recruit potentially qualified educational personnel. The authors of the proposal recognized, however, that, (1) the USOE administration might not support this special project even though the ExTFP might receive support, and (2) that even with the precaution of this pre-program project, a sufficient number of applicants might not apply for the program. Therefore, while the program was directed toward educational personnel in the tri-state area, it was expanded to include the entire region of Appalachia and educational personnel in "other poverty areas, rural and urban."

Although the ExTFP proposal was supported, funds were not provided to conduct the special pre-program project. As an alternative, a measure was taken to disseminate information about the program in the tri-state area in an effort to attract potentially qualified applicants to the program. Through a special request, the Appalachian Regional Laboratory, located in Charleston, West Virginia, supplied the Department with name and address labels of educational personnel and business and political leaders in the tri-state Appalachian Region. About 500 of the 1500 labels supplied through the Appalachian Regional Laboratory were attached to program brochures and mailed to superintendents, principals, department chairmen, and some teachers in the tri-state area. Despite this added effort, there were no applications received from educational personnel employed in school systems in Kentucky and only three from West Virginia. The three West Virginian teachers who made applications were accepted to participate in the program; however, one of these participants withdrew from the program after the first two weeks. As an aside, when asked how he had heard of the program prior to making application, one of the participants from West Virginia informed the associate director that his principal had "reached into a desk drawer" and supplied him with the brochure during a discussion in which the teacher had expressed an interest in pursuing graduate work.

Since it was not feasible to supply the necessary details of the Ph.D. program in the brochure, educational personnel interested in the Ph.D. portion of the ExTFP were encouraged in the program brochure to request further information from the program director. Generally to be eligible for the Ph.D. portion of the program, applicants were expected to hold an M.A. in economics or education. Further, each applicant was expected to have a solid academic record and good letters of recommendation. It was hoped that individuals with the greatest potential for leadership roles upon completion of the program would apply and subsequently be accepted to participate in the ExTFP.

As with the Ph.D. applicants, the M.A. applicants were selected on a national basis. Although it was hoped that a large number of qualified educational personnel in rural poverty communities, such as the Appalachian regions of the tri-states of Ohio, West Virginia, and Kentucky, and inter-city poverty areas would apply for the program, applications were accepted on a national basis. An applicant was considered eligible for the program if he held a baccalaureate degree from an accredited institution with a minimum of 2.5 grade average (where A=4.0), a standard teaching certificate, and three or more years of teaching experience. The program brochure noted five minimum eligibility requirements:

(1) Hold a baccalaureate degree from a recognized college or university
(2) Hold a standard teaching certificate
(3) Be a teacher, department chairman, or curriculum supervisor at the time of application
(4) Obtain a leave of absence from the school system where presently employed
(5) Supply academic records and letters of reference and complete necessary application forms.

Each applicant was expected to state in a page or two the reason for making application along with the benefits he expected to accrue to himself and the school system where he was employed. Each applicant was also requested to complete two graduate college forms and two USOE forms.

The program brochure identified selection procedures and indicated that each applicant would be judged according to individual merit as regards the applicant and the school system where he was employed. The program brochure also identified the following criteria to be used in the selection process·

(1) Preference will be given to teachers, chairmen, and curriculum supervisors from Appalachia and other economically depressed areas, both rural and urban

(2) Preference will be given to applicants who appear academically qualified to complete the program. This judgment will be based on the applicant's professional experiences, academic preparation, teaching or administrative assignment, recommendations, and a letter explaining why he wishes to be considered for participation.

This second preference was included in an attempt to encourage application by a sufficient number of individuals. Over 500 letters of inquiry were made into the program. Ninety-five applicants for the M.A. completed the application requirements and were considered for the program; thirty completed application forms were received by individuals interested in the Ph.D. program Upon receipt of an applicant's transcripts, letters of recommendation, and other requisite materials, an individual file was prepared. The associate director of the program prepared charts that indicated the name and address of each applicant along with other information including age, sex, years of teaching experience, educational degrees, preparation in economics, type of school system, and location of school system. This information, along with other relevant data that helped to identify each individual, was taken from the individual files.

The Selection Committee consisted of a five-member group including (1) the program director, (2) the associate director, (3) a staff member of the OCEE, (4) a staff member of the Department of Economics and (5) a staff member of the Department of Secondary Education. Since it was not possible for each of these individuals on the Selection Committee to be personally familiar with each of the 125 applicants as known through their files, the associate director, who had been responsible for most correspondence with the applicants and who was most familiar with the individual files, supplied the Committee with specific information that was not included on the applicant roster.

The Committee took seriously the task of evaluating each applicant for the program and was conscious of the program preferences, viz., educational personnel teaching in economically depressed areas, and applicants who appeared academically qualified to complet the program. Because these stated preferences were taken into account, some applicants with superior academic records were not invited to participate in the program whereas in some instances, applicants who appeared less qualified academically were selected. The Committee was careful, however, in trying to avoid the selection of individuals who did not appear academically qualified to complete the program.

Additional variables included in the selection process were the conscious attempts to select educational personnel employed in Appalachian school districts, and beyond that, to select individuals representing a broad geographical distribution. The Committee also tried to include individuals who represented public, private, and parochial schools, and applicants employed as teachers, curriculum supervisors, department chairmen, and principals. Finally, although fewer females and fewer elementary teachers had made application for the program, the Committee made a conscious attempt to select females and elementary teachers to participate in the ExTFP in a proportion relative to the number of female and elementary school teacher applicants.

Student characteristics. The original proposal submitted to the USOE requested support for five post-M.A. and twenty-five M.A. Fellows. After the initial negotiations with the USOE, support was granted for six post-M.A. and ten M.A. Fellows. These figures were used in the program brochure. Subsequently, the USOE provided support for twenty-two Fellows, eight of whom were selected for the post-M.A. or doctoral program, while the remaining fourteen were selected to pursue the M.A. in Economic Education.

Three promising candidates for the doctoral program withdrew their names just prior to the meeting of the Selection Committee. Of the eight selected from the remaining twenty-eight who had completed their application files by the deadline date, one did not accept the fellowship; an alternate was selected in his place. Of the fourteen M.A. applicants selected to participate in the ExTFP, five did not accept. Five alternates were selected to replace the original five.

Despite the care with which the Selection Committee had proceeded, further changes in the program constituency became necessary shortly after the program was underway. One of the M.A. Fellows did not arrive on the opening day of the program. In a telephone call made by the associate director later in the week, it was learned that medical reasons would prevent this individual from participating in the program. Fortunately, finding a replacement was not difficult. One of the program alternates had come to the University to pursue the M.A. in Economic Education with or without a fellowship. This individual accepted the invitation to fill the position. After the program was in session for two weeks, and again because of medical reasons, a second M.A. Fellow asked to withdraw from the program. This request was granted. The alternate selected for replacement had accepted the opportunity to participate in a summer institute and could not join the program for another four weeks. Having missed the first six of a scheduled eight week summer program, this participant worked at a distinct disadvantage, especially in the early part of the program.

Particularly disappointing and unexpected was the withdrawal of another individual from the program after the end of the summer session. This promising M.A. Fellow had not informed anyone of his plans, including the administrative staff, the faculty, or the other Fellows in the program. When he did not return in time for the non-credit group process sessions, he was reached by telephone. In the ensuing conversation he informed the associate director that he would not return to the program due to medical reasons. It was deemed unwise to try to replace this participant at this late date since any replacement would likely be teaching by this time and would find it difficult to join a program well under way. With the approval of the USOE program representative, a student already pursuing the Ph.D. in Secondary Education was awarded the program stipend. Since this individual joined the program late in the

Fall Quarter, was advanced in his degree work, and had completed all the courses planned for the program Fellows, including the en bloc economic education courses, he was not considered a Fellow nor included in the evaluation study. The total number of participants was figured as twenty-one despite the fact that there were technically twenty-two individuals who received support through the program.

One further change was made during the year. One of the Fellows who had been accepted as a candidate for the Ph.D. program held the equivalent of an M.A. but not the degree itself. (Acceptance for the Ph.D. degree program was an oversight in the selection process.) Furthermore, formal course work in economics dated back, for the most part, some ten years and this Fellow chose, therefore, to attend most of the en bloc courses in economics with the M.A. Fellows. Toward the end of the program, this participant decided not to continue with the Ph.D. program, but instead to complete the requirements for the M.A. in Economic Education only.

In summary, one Ph.D. applicant accepted for the program did not accept the fellowship and was replaced by an alternate. A second Ph.D. candidate decided to pursue the M.A. in Economic Education and not continue the Ph.D. program. Of the original fourteen applicants accepted for the M.A. component of the program, five did not accept, and two withdrew after the program was underway; five alternates were selected and one position remained unfilled, (although the stipend was in fact used). In the final tally, there were a total of twenty-one participants consisting of seven Ph.D. Fellows and fourteen M.A. Fellows.

The twenty-one Fellows included in the final roster consisted of nineteen males and two females, a sex distribution that was neither representative of all educational personnel in the nation nor the composite population for all Experienced Teacher Fellowship Programs, 1966-67, and 1967-68. The mean age of the Fellows was 35.0. The mean number of years in education for the Fellows was 9.7. Tables IV, V, and VI indicate by percentage how the Fellows compared to the composite percentage figures of Experienced Teacher Fellowship Programs, 1966-67, and 1967-68. (The figures used in the comparison were drawn from the Crockett, et al., report on Experienced Teacher Fellowship Programs, 1967-68.)

TABLE IV

SEX DISTRIBUTION OF THE FELLOWS BY PERCENT COMPARED TO THE COMPOSITE POPULATION FOR ALL EXPERIENCED TEACHER FELLOWS, 1966-67 AND 1967-68

Sex	1966-67	1967-68	ExTFP
Male	51.3	59.3	90.5
Female	48.5	40.7	9.5
No response.	0.3	0.0	0.0

TABLE V

AGE DISTRIBUTION OF THE FELLOWS BY PERCENT COMPARED TO THE COMPOSTIE POPULATION FOR ALL EXPERIENCED FELLOWS, 1966-67 AND 1967-68

Age	1966-67	1967-68	ExTFP
20-29	28.2	30.0	33.3
30-39	51.1	46.0	46.0
40-49	16.1	20.0	14.3
50-59	3.9	3.8	4.7
60 and over	0.1	0.0	0.0
No response	0.6	0.2	0.0

TABLE VI

THE NUMBER OF YEARS IN EDUCATION OF THE FELLOWS BY PERCENT COMPARED TO THE COMPOSITE POPULATION FOR ALL EXPERIENCED TEACHER FELLOWS, 1966-67 AND 1967-68

Number of years	1966-67	1967-68	ExTFP
Less than 3	8.4	8.5	4.8
3-5	32.8	31.3	19.0
6-10	34.6	33.9	42.9
11-20	20.7	23.9	28.6
21-25	1.9	1.2	4.8
Over 26	1.4	1.1	0.0
No response	0.0	0.2	0.0

In the year prior to participation in the program, the Fellows had worked at different levels in education. Table VII suggests the variation among the participants prior to entry into the program.

TABLE VII

EDUCATIONAL LEVEL AT WHICH THE FELLOWS TAUGHT

Position	Number of Fellows
Elementary Teacher	1
Junior High Teacher	3
High School Teacher	12
High School Principal	1
School Superintendent	1
College Teacher or Administrator	3

As undergraduates two of the twenty-one Fellows had majored in economics; fourteen had majored in history or social sciences other than economics. Four participants had majored in education, and the remaining one in physical education. Prior to entry into the program, four of the twenty-one Fellows had had no formal course work in economics, either at the undergraduate or graduate level; seven had no college course credits in economics beyond the basic introductory or principles level. Similarly, nine of the twenty-one Fellows had taken no course work in higher mathematics at the undergraduate or graduate level; eleven had taken at least a course in basic algebra but only one had taken courses in calculus.

The record of formal preparation in economics and mathematics on the part of these experienced teachers is worthy of some note. In a program with the preponderance of course work in the M.A. portion in economics at the graduate level, it is not surprising that several of the economics instructors found the level of comprehension among the Fellows to be deficient. The failure to grasp meanings and to see relationships, especially early in the program and usually early in the various courses, was undoubtedly due to the lack of preparation in economics and mathematics, the latter being the language of the former in many instances. Yet it was precisely this condition that the program was trying to correct. As noted by one economics instructor, the introduction of "New Math" in elementary and secondary schools may make elementary and secondary students more sophisticated in their knowledge and use of mathematical symbols and terms. In time, these students will be able to comprehend more readily economics concepts that are couched in mathematical terms. To become more analytical in their own approaches to economics, and in the social sciences generally, it will become increasingly necessary to strengthen the background of experienced teachers who lack a knowledge of economics and social science concepts as well as a knowledge of the tools and logic with which the professional economist and social scientist proceeds.

Of the twenty-one Fellows, eighteen taught in public schools in the year prior to participation in the program, two taught in parochial schools, and one in a private school. Although a serious effort had been made to attract applications from the Appalachian Region, and especially the tri-state Appalachian sectors of Ohio, eastern Kentucky, and all of West Virginia, the participants represented a wide geographical distribution. Table VIII indicates this distribution.

TABLE VIII

GEOGRAPHIC DISTRIBUTION

State	Number of Ph.D. Fellows	Number of M.A. Fellows	Total
California.	1	2	3
Delaware	0	1	1
Louisiana	0	3	3
Maryland	1	0	1
Michigan	0	1	1
Minnesota	2	0	2
Mississippi	0	1	1
New Jersey	0	1	1
New York	1	1	2
Ohio	1	1	2
Virginia.	1	0	1
Washington	0	1	1
West Virginia . . .	0	2	2

Although there were two Fellows in the program who had taught in West Virginia, as indicated earlier, there were no applications received from educational personnel in Kentucky; the two Fellows from Ohio were not from the Appalachian portion of the state. Aside from the two Fellows from West Virginia, five of the remaining twelve M.A. Fellows had taught in large inner-city school systems, two in small-town rural communities.

The Fellows and the teaching faculty were asked to judge the general level of ability of the Fellows relative to graduate students not in the ExTFP. The opinions are indicated in Table IX. Although the Fellows were not asked to make a distinction between Ph.D. and M.A. Fellows, this distinction was probably observed in responding to the question. Faculty opinions likely reflected the different contacts that were made during the year.

TABLE IX

RATINGS OF THE ABILITY LEVEL OF THE FELLOWS RELATIVE
TO GRADUATE STUDENTS IN THE SAME FIELD

	Ph.D. Fellows	M.A. Fellows	Education Faculty	Economics Faculty	Econ. Educ. Faculty
Much Higher. .	5	2	1	0	1
Slightly higher.	2	7	4	1	2
About the same.	0	5	1	1	0
Slightly lower .	0	0	0	4	0
Much lower . .	0	0	0	1	0

In summary, the Fellows comprised a homogeneous group in regards to vocation; however, there was evident variation within the group in regards to ability, age, professional experiences, and preparation in the subject-matter fields . This variation was intended and expected, at least by the administrative staff.

The Fellows represented, therefore, a challenging group. Although they shared a common vocation and interest, their personal goals, experiences, and prospects differed. For instance, some of the Fellows could be expected to become leaders in teacher education at a national level upon completion of the program while others could be expected to provide better classroom instruction and community leadership in inner-city schools and rural poverty school districts upon returning to their former positions. It became the challenge of the administrative staff and the faculty, therefore, to guide the Fellows and develop within them the leadership qualities that would contribute to positive changes in education at the several levels where the Fellows might be employed upon completion of the program.

III. TRANSACTIONS

Courses. Although the original plans for the ExTFP had called for *en bloc* programming for the M.A. Fellows, three exceptions were made that included (1) Economic History of the United States, (2) Economics of Poverty, and (3) Economics of Human Resources. In each of these courses, however, the Fellows constituted a majority of the class. The Ph.D. Fellows followed an *en bloc* schedule with the M.A. Fellows for courses that included (1) Advanced Principles of Education, (2) Educational Statistics I, (3) the economic education sequence of courses, and (4) the two scheduled practicum courses. Additionally, all of the Fellows were involved in the group process sessions.

The summer program of courses served in a sense as an antecedent condition to the academic year program. To allow the Fellows sufficient time to find housing and settle in the community, the four three-credit summer courses were scheduled to begin two weeks after the regular first term of the summer session at the University. By reducing each of the two scheduled terms by one week, the summer program concluded on August 23, the scheduled closing date of the regular University summer program.

Recognizing that several of the M.A. Fellows were deficient in their formal preparation in economics, and recognizing further that the degree requirement consisted of a minimum of twenty-seven quarter credits in advanced economics, one course of each term during the summer session was devoted primarily to introductory economic theories. These courses were directed primarily toward a study of the basic economic ideas, concepts, and generalizations which would be studied more intensively in the various economics courses scheduled for the academic year.

Discussions with the M.A. Fellows and the instructors in the summer courses in economics revealed that the summer courses did not serve their stated purpose as well as was intended. Essentially, the plans had called for a four-week course in "basic" microeconomics and a four-week course in "basic" macroeconomics. At least to some extent, the instructors failed to recognize the special needs and characteristics of the Fellows and did not therefore make a sufficient adjustment in their teaching strategies or the course content. For some Fellows, it was not sufficient to scale the course down to a level appropriate for undergraduate juniors and seniors. More importantly, perhaps, was the fact that the difficulties that the Fellows encountered during the summer courses in economics were a result of the economics illiteracy that persists, even among experienced teachers of social studies and social sciences. Yet, it was this general deficiency that this and similar programs in economic education were trying to eradicate.

The summer course in education was an en bloc course for both M.A. and Ph.D. Fellows taught by a veteran, social science teacher educator from the College of Education. This course, taught during the first four weeks of the Summer Quarter, was included in the schedule to serve the same purpose in education that the two introductory courses in economics were directed to in that discipline. Differing in format from the introductory economic courses, the instructor in the education course maintained a relaxed atmosphere in the classroom, encouraged interaction among the Fellows, and within a broad structure, allowed the Fellows to determine their own learning pace. During informal discussions with the Fellows, there was some expression of apprehension and frustration over this approach, an approach with which many of the Fellows were unaccustomed. The course did, however, provide a change of pace and drew a number of favorable comments later in the year. In the final questionnaire, the course instructor acknowledged that "some may not have made the quick adjustment to my method." In response to a later question pertaining to the utilization of the Fellows' experiences and background, he commented that "in some respects such interaction was the key to our success."

The three courses in economic education, excluding the practicum, were offered seriatim during the Summer, Fall, and Winter Quarters for three quarter credits each; a fourth course was offered during the Spring Quarter for one credit for the M.A. Fellows only. The courses were team taught by the director and associate director of the program and therefore served the dual purpose of making the Fellows and the program administrators more familiar with one another. To create a relaxed atmosphere, grades were issued only upon request. With minor exception, most Fellows took these courses for credit.

As suggested earlier, it was the primary purpose of these courses to help the Fellows to translate concepts, ideas, and generalizations learned in the economics and education courses into viable curricula suited for elementary and secondary school systems and students. To accomplish this, the instructors of the courses exposed the Fellows to some of the new curriculum materials in economic education that had been developed through special projects in recent years. These materials included (1) a new approach to the teaching of economics intended for junior high students called Life on Paradise Island by Roman F. Warmke, (2) the ninth grade economics curriculum materials developed by Meno Lovenstein, et al. called Development of Economics Curricular Materials for Secondary Schools, (3) the elementary grades economics materials developed by Lawrence Senesh called Our Working World as well as other materials that explain the rationale of this series, (4) the Econ 12 materials developed by Susan Wiggins Helburn, (5) a book entitled What is Economics? written by John E. Maher, (6) materials on the unified approach in the social sciences prepared by Alfred Kuhn and (7) materials from the Manpower and Economic Education developed by Robert L. Darcy and Phillip E. Powell. These materials and others and the supporting rationale and emphasis of each author provided the basic content for the Summer Quarter course in economic education.

During the Fall Quarter, all of the above authors and project directors accepted an invitation to address the Fellows in order to discuss at greater length the materials they had developed and the rationale supporting these materials. Meanwhile, the Fellows had the dual assignment of (1) reading selected materials in advance of the guest speaker and (2) developing an outline providing the structure for the colloquium paper that was scheduled to be submitted in the Spring Quarter.

Classes during the Winter Quarter consisted of seminar sessions in which the Fellows presented the major strategy and content of their colloquium papers. Presentations usually evoked considerable discussion since the Fellows were at ease with each other and the instructors were involved in a common purpose. The final copies of the colloquium paper were submitted during the Spring Quarter after each Fellow had gained approval of a draft of the paper prior to the due date. The colloquium papers were bound and were left in the OCEE's Curriculum Materials Laboratory; Fellows wishing a bound copy for themselves submitted a second copy.

Although the major emphasis in the economic education courses was on economics as it relates to the curriculum, some sessions were devoted to curriculum development and the place of economics in the total elementary and secondary school curriculum. It had originally been planned that greater emphasis would be placed on related social sciences and how they relate to economics and, in turn, to the curriculum. Time limitations prevented an in-depth study of these topics.

A major purpose of the courses in economic education was to provide the Fellows with an opportunity to synthesize educational and professional experiences, a process that was to culminate in the colloquium paper. One of the Fellows commented in class, and to the class, that this in fact was being accomplished, and that, indeed, this was one of the highest forms of educational activity. Some Fellows may not have recognized that they were in fact synthesizing a number of experiences; others were probably not doing so.

Regarding courses in economic education, the external evaluator found "little specific mention of courses taken in this field." The failure to make specific comments about the courses in economic education may simply have been due to the fact that the economic education courses had been essentially completed during the previous quarter and since they were not asked specific questions about the subject, many Fellows failed to make specific reference to these courses. Several of the Fellows commented privately to the associate director that the colloquium paper had been a satisfying activity and yet the most demanding activity during the entire year. Some further indication of the effectiveness of the courses in economic education in translating content into viable curricula and effective teaching strategies is indicated in Table X.

TABLE X

FELLOWS' OPINIONS OF THE EFFECTIVENESS OF THE ECONOMIC EDUCATION COURSES

Effectiveness of economic education courses	Ph.D. Fellows	M.A. Fellows	Total
Very effective	5	3	8
Effective.	2	7	9
Slightly effective	0	4	4
Not effective at all	0	0	0

Table X indicates that four of the M.A. Fellows found the course work in economic education to be only slightly effective. Since these individuals represented over 28 per cent of the M.A. Fellows, careful consideration will need to be given to the content and approaches used in these courses. It had been hoped by the course instructors that classes in economic education would be effective and helpful. Perhaps, and hopefully, the impact of the experiences in these courses will become manifest at a later time.

The grouping of students with a defined background and common interests gave the instructors in the en bloc courses an opportunity to conduct classes that would produce a multiplier effect since the students in these classes could be expected to return to classroom teaching or some other educational endeavor and have a direct influence upon the educational process. That is, the Fellows comprised a group who had experienced the rigors of elementary and secondary teaching and were now in search of new approaches and content that could be used in another context.

Given the preparation and formal course work in economics and in mathematics that the Fellows had prior to participation in the program it is not surprising that the external evaluator found that "several [Fellows] were especially sensitive to the math requirements for which they saw themselves ill-prepared." Later in the report, he noted that "the bulk of M.A. candidates displayed varying degrees of anxiety relative to the requirements in economics."

There is some question as to how prepared the course instructors were to adjust their teaching to the specific needs of a special group of experienced elementary and secondary teachers. This adjustment required both an identification of the particular needs of this rather homogeneous group as well as the use of teaching strategies aimed at influencing the approaches that could in turn be used by the experienced teachers in their own classroom situations. The incentive to instructors for making these kinds of adjustments in both content and strategy may emanate from two sources including (1) the instructor's commitment to a special program and the participants in the program, and (2) the extent of recognition for superior teaching as compared to research in a college or university. Although in theory there is recognition given to excellence in teaching, there is little evidence to indicate that excellent teaching is given the same honor as research and publications. Instructors who did not recognize the opportunity to examine new techniques may have been victims of the publication syndrome.

Other instructors may have had a different perception of the duties and functions of educational personnel in colleges and universities as compared to the duties and functions of educational personnel in elementary and secondary schools. In response to a question on the faculty questionnaire that inquired after the extent to which the ExTFP was imaginative and innovative, one instructor found that it was "not very imaginative or innovative." In making comment on this choice, he explained that he was "...not sure that it ought to be." To him, too much time may be spent "glamorizing and in innovation." Finally, he was of the opinion that it is the responsibility of a university to emphasize the disciplines; "imagination should be done at the home schools." Although this opinion may not have been shared by other instructors (and was not by many), there was apparently little effort made by this instructor to recognize or meet the special needs of the Fellows.

In an attempt to assess the several courses and the teaching abilities of the faculty, the Fellows were asked to respond to several questions in the final questionnaire; the teaching faculty was in turn asked to respond to several questions relative to the Fellows. These responses are in many instances relative to previous experiences of those completing the questionnaires and it is therefore difficult to arrive at any conclusive evidence based on these responses. Nonetheless, the several tables that follow may give some indication of the experiences in the various courses and the ensuing attitudes that developed.

An assessment of the teaching abilities of the course instructors is provided in Table XI. With only minor exception, the abilities of the teaching faculty were rated from good to superior by the Fellows.

TABLE XI

FELLOWS' OPINIONS OF THE TEACHING ABILITIES OF INSTRUCTORS

Instructors' teaching abilities	Ph.D. Fellows	M.A. Fellows	Total
Without exception, the teaching was superior	2	1	3
With one or two exceptions, the teaching was superior . .	4	3	7
Overall, the teaching was good	1	9	10
Overall, the teaching was adequate.	0	0	0
With one or two exceptions, the teaching was below standard .	0	1	1
Without exception, the teaching was below standard	0	0	0

Although the Fellows rated the teaching faculty as generally good to superior, the teaching faculty apparently did little in their own classes or observed little in the program generally that indicated an innovation in the teaching of their subjects. Table XII gives some indication of the extent to which the faculty developed or observed innovative teaching methods or practices.

TABLE XII

FACULTY OBSERVATION OF INNOVATIVE TEACHING METHODS AND PRACTICES

Have you used, developed or observed any innovative teaching methods or practices in your work with the ExTFP?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Yes	2	2	2	6
No	4	5	1	10
Unsure	1	0	0	1

Based on the responses to the question found in Table XII, the teaching faculty was in large part satisfied with existing and traditional teaching strategies and was furthermore unaware of any innovations in other courses or situations. Few of the teaching faculty apparently saw the ExTFP as an opportunity for experimentation or deviation from the usual pattern.

Although the teaching faculty did not, for the most part, use, develop, or observe innovative teaching strategies, they did find that the Fellows took an interest in the subject-matter of the courses that were being taught. Table XIII shows a tally of the teaching faculty's responses to a question asking about the interest of the Fellows in the subject-matter of the courses.

TABLE XIII

FACULTY ASSESSMENT OF THE FELLOW'S INTEREST IN THE SUBJECT-MATTER OF THE PROGRAM

Did the Fellows seem genuinely interested in the subject-matter of the program?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Definitely yes	2	3	1	6
For the most part, yes. .	4	4	2	10
For the most part, no . .	0	0	0	0
Almost completely no . .	0	0	0	0

Since the Fellows represented a relatively homogeneous group with particular interests and a common vocation, it was hoped that the teaching faculty would consider the special needs of the Fellows and turn to them for enlightenment on the state of education at the elementary and secondary level and especially in inner-city poverty areas and rural poverty regions. Table XIV suggests the extent to which the teaching faculty made use of this opportunity. It is perhaps noteworthy that six out of ten of the teaching faculty members responded to the question in Table XIV indicating that they were uncertain or simply did not make use of the Fellows' background to enhance learning and develop theprogram.

TABLE XIV

UTILIZATION OF THE FELLOWS' EXPERIENCES AND BACKGROUND

Was an effort made to utilize the experience and background of the participants to enhance the learning and develop the Program?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Yes.	4	3	3	10
No	1	0	0	1
Uncertain	1	4	0	5

Similarly, the Fellows were of the opinion that the teaching faculty did not in many instances make use of or consider the background and professional experiences of the Fellows. Table XV indicates the responses of the Fellows to a similar question.

TABLE XV

CONSIDERATION OF THE FELLOWS' EXPERIENCES AND BACKGROUND

Did the program build on the participants' backgrounds and experiences, or did it seem to give no consideration to their backgrounds and experiences?	Ph.D.	M.A.	Total
Consistently built on participants' background and experiences . . .	2	2	4
Usually built on participants' backgrounds	5	6	11
Only rarely built on participants' backgrounds	0	5	5
Seemed to be unconcerned for participants' background.	0	1	1

One additional question put to the Fellows to determine the extent to which the teaching faculty showed respect and utilized the Fellows' abilities and expertise. As suggested in the responses to the question found in Table XVI, a number of Fellows (29 percent) were of the opinion that the Fellows were only rarely treated as skilled professionals. The walls that separate the several educational divisions may indeed be difficult to penetrate.

TABLE XVI

FACULTY RESPECT AND UTILIZATION OF THE FELLOWS' ABILITY AND EXPERTISE

Did the program faculty respect and utilize the Fellows' ability and expertise?	Ph.D.	M.A.	Total
Consistently treated Fellows as skilled professionals with an ability and knowledge to contribute to the learning process	3	3	6
Usually treated Fellows as skilled professionals who could contribute to the learning process	4	5	9
Only rarely treated Fellows as skilled professionals who could contribute to the learning process: usually assumed they had nothing to contribute	0	6	6
Consistently assumed Fellows had nothing to contribute to the learning process.	0	0	0

Although the teaching faculty may not have utilized the background and expertise of the Fellows to the extent that may have been desired, the Fellows found that the courses they took as part of the ExTFP compared quite favorably with courses that they had taken elsewhere. Although the record does indicate that there were exceptions, generally the courses that were taken as part of the program were given a better than average rating by the Fellows. Table XVII, that consists of responses to three separate but related questions, gives the rating of the several courses by the Fellows.

It is perhaps not possible to draw any conclusive statements about the courses that wer included in the ExTFP from the data and responses noted in Table XVII. Generally, the Fellows seemed to find the courses to be as good or better than courses they had taken prior to participation in the ExTFP. There is little indication, however, that the teaching faculty recognized the ExTFP as an unusual opportunity to experiment with new methods in their classrooms, methods that could have an impact on education and the educational process sometime after the termination of the ExTFP. Neither did the teaching faculty generally show a respect for the backgrounds of the Fellows or recognize their special needs. This failure to see the implications of teaching beyond the immediate situation and the particular classroom perhaps substantiates the belief held by many critics that there exists a wall between higher education and elementary and secondary education and an additional wall be-

TABLE XVII

FELLOWS' RATING OF COURSES

A. Consider the best course you had in the program, and compare it to all other courses you have had anywhere. How good was it?	Ph.D.	M.A.	Total
The very best course I have ever taken.	4	4	8
Among the top ten percent, but not the very best .	3	9	12
Better than average	0	1	1
Below average	0	0	0
Among the worst ten percent	0	0	0

B. Now compare what you consider the worst course in the program with all others you have had. How bad was it?	Ph.D.	M.A.	Total
The very worst course I have ever taken	1	5	6
Among the worst ten percent	1	6	7
Below average	3	3	6
Better than average	2	0	2
Among the best ten percent I have ever had	0	0	0

C. Now how would the rest of your courses in the ExTFP compare with the best and worst courses in the program?	Ph.D.	M.A.	Total
Almost all very close to the best	2	1	3
Most fairly close to the best	4	6	10
Spread evenly between the best and the worst . .	1	7	8
Most fairly close to the worst	0	0	0
Almost all very close to the worst	0	0	0

tween teacher education specialists and subject-matter specialists.

A comment made by one of the economics instructors in the ExTFP is perhaps significant. His comment was that "I had to provide their challenge by anticipating and formulating their needs." Perhaps few individuals, including teachers themselves, have a clear idea of the problems involved in the learning process or what the alternative solutions to the problems or needs may be. Yet, the instruction in the several courses may have made a positive contribution to all of the individuals associated with the program. While all but one of the teaching faculty were of the opinion that the ExTFP resulted in making the Fellows "better scholars," the same instructor who believed that he had to "provide their challenge," commented also that "they not only learned more about content, they raised their sites [sic] on personal participation and intellectual purpose." If indeed this was true, the courses probably provided a positive contribution to the total learning situation and helped the experienced teachers involved in the program to become better and more qualified professional educators.

Practicum experiences. The Ohio Council on Economic Education has as its primary goal service to the educational personnel employed in elementary and secondary schools in Ohio. The practicum experience included in the ExTFP was looked upon as a means for providing additional services to several local communities and schools in the greater University community. The practicum was a unique experience, not normally a part of the degree programs in economic education. Although it was a carefully planned experience its effectiveness is subject to different interpretations by the several individuals involved in the implementation and final assessment.

The co-authors of the proposal requesting support for the ExTFP recognized the need to give a careful description of the planned practicum experiences. Although the proposal writers were not altogether convinced that a practicum experience would contribute significantly to the overall effectiveness of the ExTFP, great care was taken to identify what was hoped would be an effective internship for the Fellows.

The stated rationale of the practicum experience was (1) for the Fellows to combine economic theory and educational learning theories in an internship, and (2) to strengthen OCEE-community relations by providing an effective and special educational service to the cooperating schools. To accomplish this purpose the Fellows were expected to (1) inventory present social science curricula in the cooperating schools, (2) assist in the development of curriculum guides and materials, (3) relate these materials to innovative materials and techniques developed as part of the national research projects in the social sciences, (4) teach experimental units whenever appropriate, (5) participate in final evaluation plans, and (6) make use of these experiences whenever appropriate in the development of the required colloquium paper.

The director of the practicum, and instructor in the practicum courses EcEd 690 which were offered over two quarters for a total of eight credits, was a faculty member of the Department of Economic Education and Director of College Programs with the OCEE. He was assisted by the OCEE's Director of School Relations. The administrative arrangements necessary to conduct the practicum were made by these two staff members prior to the commencement of the practicum in the Fall Quarter. Since some of the assignments were some distance from the University, a travel allowance was provided for teams of Fellows which enabled them to visit the cooperating school throughout the two quarters of the practicum.

The Fellows were assigned to school systems in teams of three consisting of one Ph.D. Fellow, who served as the team leader, and two M.A. Fellows. In an attempt to assign the Fellows to appropriate school systems, each Fellow was asked to state his preferences as regards to grade level and type of school system, such as rural or urban. This information was used to identify each Fellow's interests and in turn to assign him to an appropriate school. However, to avoid unnecessary competition for what could be considered the more desirable school systems, say those closest to the university, the Fellows were given a "Hobson's choice" in regards to the actual assignment. Since the practicum director was at that time unfamiliar with the individual Fellows, he and the associate director of the program, who by late summer was well acquainted with each of the Fellows, collaborated to make the team assignments. The team assignments were based upon (1) the expected compatibility of team members, (2) a balance of academic and leadership qualifications among the team members, (3) the nature of the preferences indicated by the individual Fellows, and (4) the major characteristics of the seven schools that had in fact agreed to cooperate with the practicum experience.

During the two quarters that the practicum was in operation there were no regularly scheduled classes. The total group did meet, however, in an opening orientation session and on a limited number of occasions throughout the two quarters to discuss matters of interest to the entire group. Additionally the practicum director scheduled team meetings with the cooperating school personnel at which time the school district administrative personnel, the cooperating teaching personnel, and the Fellows met to define the objectives of the program. Additionally individual teams met with the practicum director for about a one-hour session once per week.

During the orientation session that was held during the first week of the Fall Quarter, all of the Fellows met with the practicum director. At this time they were informed of the team and school assignments, and were given a description of each school, information about the specific arrangements that had been made, and background information of the cooperating school.

The orientation session was followed by team meetings with the cooperating school personnel at which time the Fellows met with the school district administrative personnel, the cooperating teachers, and the practicum director to define the objectives of the practicum. In most instances, several additional meetings were scheduled during which time the groups tried to define further the objectives of the school district and decide how the objectives of the practicum could contribute to the attainment of common goals.

Having defined the goals of the practicum, as the teams understood them, along with the goals and objectives for improving instruction at the cooperating schools, the teams were requested to prepare and submit a contract for approval by the practicum director and the practicum coordinator from the cooperating schools. In this contract the Fellows (1) described what they though could be accomplished in the period of two quarters scheduled for the practicum, (2) developed a statement of objectives, (3) described the goals of the school district to which they had been assigned, and (4) indicated the specific steps or procedures they would follow to reach the goals they had established. Although the Fellows were given direction in determining what could and should be done in the various school situations, the practicum was sufficiently flexible to allow for the different needs in the several schools. However, a number of common features among the various programs included (1) teacher orientation to the role of economics in the social science curriculum, (2) the development of specific materials for use in the classroom or a course of study for use in a district, and (3) methods for assuring follow-up activities once the practicum team left the cooperating school.

A valuable by-product that occurred during the operation of the practicum was the team arrangement which encouraged interaction among the Fellows, particularly among the Ph.D. Fellow and the M.A. Fellows of a given team. Besides the planning that took place at the University and at the cooperating school, several of the teams spent time together in trips to and from the cooperating school. Although there were exceptions, the Ph.D. Fellows worked closely with the M.A. Fellows in a team arrangement that encouraged positive interaction. Again with some exception, a potential competitiveness, resentment, and clannishness that may have developed between the Ph.D. and M.A. Fellows did not occur, due perhaps in large part to the intermingling of Fellows during the practicum.

The ratings of the practicum by the Fellows as indicated in the responses to the practicum questionnaire were generally favorable; on the other hand, the external evaluator was highly critical of the practicum. For instance, in a personal letter to the associate director he commented that despite the practicum director's "protestations, only one team did not make negative comments about the practicum." However, in this same letter he added, "all liked the teaming idea though." Further comments by the external evaluator appear in the written report found in Appendix B. Among other comments, the external evaluator noted in his report that "some questions were raised about the efforts of public school personnel involved in the administration of the practicum segment of the training enterprise." At another point he commented that "severe criticism

TABLE XVIII

RATINGS OF THE PRACTICUM COURSES

The practicum experience involved an opportunity cost to all individuals associated with it. The cost to each Fellow was a sacrifice of two regular courses (eight credit hours). Given this cost, how do you rate the two practicum courses offered during the fall and winter quarters as an educational experience as compared to:	Very favorable	Favorable	About the same	Unfavorable	Very unfavorable
(1) the two courses you judge to have been most valuable to you	4	5	3	8	1
(2) the two courses you judge to have been the least value to you	8	10	2	1	0

Based on the responses to the question found in Table XVIII, the two courses comprising the practicum experience were valued on the whole to be as favorable as the two most valuable courses in the ExTFP and by a rating of eighteen to three to compare more favorably than the two least valuable courses. The Fellows' responses to several other questions in the practicum questionnaire were consistent with the responses to the entire questionnaire, which is found in Appendix E, and responses by the cooperating teachers found in Appendix F. Several of the questions which examine the overall effectiveness of the practicum have been reproduced in Table XIX along with the responses to similar or identical comments made by the practicum director and personnel in the cooperating schools. With some exceptions, the practicum experiences seemed to be overall an effective educational component of the ExTFP.

TABLE XIX

OPINIONS OF THE PRACTICUM EXPERIENCE

F = Fellows
D = Practicum director
C = Cooperating teachers

SA = Strongly agree
A = Agree
? = Undecided
D = Disagree
SD = Strongly disagree
NR = No response

		SA	A	?	D	SD	NR
F	The practicum was a beneficial experience	7	8	5	1	0	0
D	Practicum team members felt that the practicum was a beneficial experience		1				
F	The USOE should encourage practicum experiences for programs similar to this program	5	8	5	2	0	1
D	(Identical comment)			1			
F	The practicum provided an effective means for translating theory into practice	5	11	2	3	0	0
D	The practicum provided an excellent educational opportunity for the Fellows		1				
F	The practicum provided an effective means for translating theory into practice	5	7	4	4	1	0
D	(Identical comment)		1				
F	Our team effort had or will have a definite impact on the social studies program of the cooperating school	7	5	6	1	1	1
D	Team effort had or will have a definite impact on the social studies program of the cooperating school		1				

TABLE XIX (continued)

		SA	A	?	D	SD	NR
C	The effort of the practicum team will have a definite impact on the social studies program of our school	9	9	6	2	1	1
F	Given opportunity costs, course work should have been substituted for the practicum	4	4	4	8	1	0
D	Given the Fellows' opportunity cost, course work should have been substituted for the practicum				1		
F	The number of actual hours (not course credit) spent for the practicum was unreasonable	0	0	2	17	2	0
D	(Identical comment)				1		
C	The number of hours that I spent for the practicum was unreasonable	0	2	3	12	11	0
F	My approach to curriculum design and change will be influenced by my experiences in the practicum	9	6	3	3	0	0
C	My approach to curriculum design and change will be influenced by my experiences with the practicum team	2	21	2	3	0	0
F	The material developed by the practicum team are an improvement over existing materials in the cooperating school	7	9	4	1	0	0
D	The materials developed by the practicum teams are an improvement over existing materials in the cooperating schools		1				

of the practicum was expressed; on the other hand, a somewhat unusual practicum received generous praise." (The "somewhat unusual practicum" was a reference to a team assignment to an in-service graduate level course taught at a branch campus and under the immediate supervision of the practicum director.)

In a paragraph devoted to the practicum experiences, the external evaluator noted in the written report that

> If the intent of the practicum was to provide a link between theory and practice, it experienced little success. Perhaps this result was to be expected, since remarks concerning the practicum varied widely, ranging from 'excellent' to 'a wasted period of time.' It seems fair to state, on the basis of these interviews, that personnel operating at the site of the practicum have considerable influence on the quality of its learning potential.

In a discussion of communication flows later in the written report, the external evaluator commented that

> Perhaps the major problem in this area stems from the practicum. Communication between the campus and the school, between Fellows and personnel active in the public schools, and among the Fellows working in a particular locale combine to place great demands for effective communication on all concerned.

The impressions that the Fellows left with the external evaluator in regards to the practicum do not appear to be altogether consistent with the responses made by the Fellows on the practicum questionnaire. The responses of the Fellows to the questions reproduced in Table XVIII suggest this inconsistency.

In an attempt to clarify the apparent discrepancy between the responses of the Fellows to the questionnaire and the comments they had made to the external evaluator, conversations over the practicum experiences were held with several individuals including (1) five Fellows who were still on campus after the Spring Quarter, (2) the external evaluator via a gelephone conversation which was followed by a letter to the associate director, and (3) the practicum director. After introducting the apparent contradiction, conversations centered around four potential factors that may have caused the discrepancy including (1) the Fellows' greater honesty in responding to one form of questioning over another, (2) the different perspective gained over time, (3) the effects of grades for the practicum courses which were not known at the time of the questionnaire but were known by the time of the interviews with the external evaluator, and (4) possible preconceived ideas of practicum effectiveness held by the external evaluator prior to the interviews with the Fellows.

In response to the first of the four possible explanations, the external evaluator suggested that the questionnaire asked different questions and therefore elicited different responses from the questions asked during his interviews. In his follow-up letter, he commented, for instance, that "my lead-in on this section was in reference to the practicum as a link between research and practice. This aspect was suggested in your original proposal." The implication of this comment was that the questionnaire did not raise questions directed toward this point and therefore the

the Fellows had been honest in their responses in both instances.

The five Fellows maintained that they had been consistent under both forms of questioning. The comments in the questionnaire, they suggested, asked generally if the practicum had provided a valuable educational experience. To this question they responded in the affirmative and still could some three months after the practicum had been terminated. They went on to say, however, that the practicum was a beneficial educational experience in that it helped them to understand how difficult it is to change the curriculum in an educational institution; that while the practicum had not been effective, learning had in fact taken place.

During the course of the conversation with the five Fellows, it became apparent that the Fellows believed that they had worked hard to make the practicum a success, and that they had in fact experienced some success. They madeparticular note of the fact, however, that they were prevented from making greater success because of the poor cooperation received from the educational personnel in the cooperating schools who had volunteered to work with the practicum. In some instances, joint meetings that had been planned with the Fellows and the cooperating teachers were not attended by the cooperating teachers even though these meetings were held in the cooperating school. When they were asked if the practicum would have been more successful if they had had greater cooperation from the cooperating teachers, they responded unanimously in the affirmative. This response, however, did not coincide with the response to similar questions in the practicum questionnaires for either the Fellows, the practicum director, or the cooperating teachers. Table XX indicates the responses to these related questions.

TABLE XX

ASSESSMENTS OF COOPERATION DURING THE PRACTICUM

F = Fellows
D Practicum director
C = Cooperating teachers

SA = Strongly agree
A = Agree
? = Undecided
D = Disagree
SD = Strongly disagree
NR = No response

		SA	A	?	D	SD	NR
F	Personnel in the cooperating schools were apprehensive of the team visits at first	1	10	2	7	1	0
C	I was apprehensive of the team visits at first	3	4	4	7	7	3
F	Personnel in the cooperating schools appreciated the team's efforts by the end of the experience	7	10	3	0	1	0
C	I appreciated the practicum team's efforts by the end of the experience	13	9	3	2	1	0
F	Personnel in the cooperating school were generally cooperative	6	12	0	2	1	0
D	(Identical comment)		1				

Despite the generally favorable comments about the cooperation that existed between the Fellows and the personnel in the cooperating schools, as indicated in the responses recorded in Table XX, the five

Fellows indicated that the practicum experience would have been considerably more effective if greater cooperation had been evident. This response was consistent with an assessment of a practicum experience by an M. A. Fellow whose team effort, despite the high-quality of the team, was considered to be one of the least effective. This Fellow, who was also one of the five interviewed in June, had reported in April that in order for a practicum to be successful "a real committment [sic] must be obtained from the administration of the School District. Such a committment consists of time to provide leadership in directing and coordinating such a project as well as money to free teachers so that they can work on the effort without having to perform a full-time job, too." A copy of the complete report by this Fellow is found in Appendix G.

The responses by the five Fellows to the first consideration helped to clarify the second factor under consideration, viz., that time had given a different perspective. The time factor according to the five Fellows, had not caused a change in attitude, and essentially, the responses to the questionnaire and the questions asked by the external evaluator were both correct and correct over time.

Grades apparently had little effect on the Fellows. Any hypothesis that grades caused a change in the Fellows' attitudes was unsubstantiated according to the five Fellows since many of the Fellows had been given a grade of "A" for either one or both of the quarters in which they were enrolled in thepracticum. No grades of "B" were issued; those Fellows who were not issued a grade of "A" for both of the quarters were issued a "Cr" (credit) for one of the quarters. Only one of the Fellows was given a "Cr" for both quarters; he had not been interviewed by the external evaluator.

The five Fellows agreed that the external evaluator did have preconceived ideas about practicum experiences before he began the interviews with the Fellows: this charge was not denied by the external evaluator. The five Fellows maintained, however, that despite any bias that the external evaluator may have had toward practicum experiences, his bias did not lead him to misinterpretations of their responses. His report essentially reflected their responses to the questions he had asked, and furthermore, his questions had been direct and fair. Likewise, the external evaluator maintained, that despite any bias he may have held, his questions were objective and focused "on the practicum itself." The negative criticisms of the practicum that were stated in the final written report represented an objective and accurate summary of the statements made by the Fellows during the interviews.

Several comments made during a discussion with the practicum director may help to clarify some of the attitudes expressed toward the practicum experiences. The external evaluator had in fact commented about one practicum that had received "generous praise." At least two practicum experiences had been failures even though "negative" learning may have occurred. There were, however, several teams somewhere between these extremes that had apparently experienced some success. For instance, three school systems that cooperated with the practicum had scheduled new courses in economics to be offered for the first time subsequent to the practicum. As one criterion for measuring the success of the practicum, these additions to the social science curricula in these schools deserve some consideration in the total assessment. In another instance, one of the teams had been assigned to a high school where the team's efforts had not produced an effective relationship with the cooperating personnel and where there was little evidence of success. The practicum was helpful, however, in the planning and implementation of a summer cooperative school program sponsored by the OCEE and the NSF for educational personnel in this school during the summer following the ExTFP.

In conclusion, it may be difficult at this time to assess the effectiveness of the practicum experiences. It has been said by John Coleman, President, Haverford College, and others that "Changing a curriculum has all the practical and emotional implications of moving a graveyard." Perhaps the members of the teams that did not experience success learned the truth of this statement and they may as a result of their practicum experiences be better prepared to know how to go about this grave task at another time. In other instances, where the immediate successes were not apparent, the positive affects of the practicum may become evident at some later date. For the present, a number of insights were perhaps gained from the practicum experiences that may lead to corrective measures in future planning. With these corrections, the practicum experience is perhaps worthy of replication.

Group Process and Group Interaction. The special, non-credit group process experiences included in the ExtFP were developed in cooperation with two members of the Department of Guidance, Counseling and Student personnel, College of Education, and designed primarily to provide (1) experience in group process methods, (2) group and individual orientation and initial awareness of the personal meanings helpful for Fellows involved in a year of rigorous, academic pursuit, and (3) a systemic program to reduce anxieties and enhance the learning potential of the individual Fellows.

Additionally, it was the purpose of the non-credit group process sessions to create a positive group spirti and establish solidarity among the Fellows. The importance of maintaining group spirit and solidarity was recognized by the program directors through past experiences with special educational programs and through a recognition that resentments could develop among different groups as, for instance, the Ph.D. and the M.A. Fellows.

Maintaining group spirit and group solidarity became the responsibility of (1) the co-directors of the group process sessions and (2) the associate director of the ExTFP. As originally conceived, the group process sessions were intended to encourage positive interaction among the Fellows; the program's associate director was expected to advise individual Fellows on an informal, day-to-day basis.

The special group process experiences were considered to be an integral part of the ExTFP and were made mandatory for all of the Fellows. The co-directors who conducted the group process experiences were under separate contract through arrangements made by the program director and under the terms of the ExTFP budget.

Incorporating the group process experience into the ExTFP was in no small part influenced by the emphasis placed on group process experiences by the USOE administration. Specifically, the then proposed director had been invited to attend the Invitational Meeting on the Preparation of Administrators, Counselors, and Teachers (IMPACT) held in Phoenix, Arizona, April 27-May 2, 1968. The emphasis of these sessions was on group process; the sessions were attended by the directors and previous directors of special programs supported through the USOE. The program designed for the Fellows in the ExTFP was a direct outgrowth of these sessions. One of the co-directors for the ExTFP group process sessions had served as a faculty member for IMPACT. The content and methods to be employed in the special group process sessions were to follow the content and techniques used in the group process meetings held in conjunction with the Phoenix Institute. Both co-directors were professionally prepared to conduct the sessions since both had been trained in the techniques of group process and had considerable experience in this work.

The co-directors recommended that the group process sessions follow, rather than precede, the first quarter of academic work, i.e. that the initial session be held sometime between the introductory Summer Quarter and the Fall Quarter. They recommended further that follow-up sessions be planned for later in the year. Therefore, the special non-credit group process experiences were scheduled to consist of (1) a ten dayintensified session from September 12-22, 1969, and (2) follow-up sessions to be conducted during the remaining three quarters of the program. The participants were to determine the exact number of follow-up meetings, but it was anticipated that at least two sessions would be conducted during each of the three remaining quarters, consequently involving the group for fifteen or more days.

A feeling of apprehension over the planned sessions and some ill-will developed among the Fellows before the group process sessions ever began. These apprehensions may perhaps be attributed to at least three causes. First, the Fellows were informed of the nature of the group process sessions by the director and the associate director of the ExTFP during the summer preceding the first scheduled group process session. By this time the director and associate director had participated in group process sessions and on several occassions they apparently conveyed a feeling of indifference toward group process methods. The attitude that was left with the Fellows should not be construed to imply a completely negative feeling toward group process techniques, and especially not toward the proposed sessions planned for the Fellows. Rather, the program director and associate director seemed to suggest that they had not been greatly impressed with their experiences with group process but recognized that others probably were and that the Fellows might be.

Second, the Fellows had some misgivings over the requirement to return to the campus by September 12, since a number of them planned to return to their home towns during the interval between the Summer Quarter and the beginning of the Fall Quarter. As a compromise to several requests for starting at a later date, the initial session was scheduled for September 15.

Finally, the Fellows became apprehensive over the co-directors when they first met them during the last week of the summer term in a special, but brief, orientation session. This session was held immediately following a three hour afternoon class in economics taught by an instructor who lectured rapidly and with minimum group interaction. In contrast, the group process co-directors were soft-spoken and communicated with the Fellows in response to specific questions they were asked.

Any suspicions and apprehensions that the Fellows may have held toward group processing seemed confirmed in this initial meeting with the co-directors. Among other things, the co-directors were candid in any responses they made to the questions raised by the Fellows. In one instance, for example, one Fellow asked why the group process sessions had been made part of the ExTFP. In responding to this query, one of the co-directors commented "First, the U.S. Office of Education wants it...."

The techniques employed by the co-directors during the orientation session were appropriate in that the co-directors were suggesting in effect that individuals should be honest with other individuals and should not conceal their real feelings. To the Fellows, who were basically unfamiliar with group process techniques and who had been made apprehensive of these techniques in the discussions they had had, this honesty, brevity, and "soft" approach seemed to arouse their suspicions further and probably instilled an element of fear as well.

When the Fellows met in September for their first session, they were randomly divided into three groups. One group met with the co-directors together; each of the other groups met with one or the other co-director separately. Although the sessions had originally been scheduled for September 12-22, 1969, they were actually held from September 15-20. Meetings usually lasted between two and three hours with the time schedule staggered so that the co-directors could meet with their respective groups throughout the day.

As reported by the external evaluator, the group process sessions were simply "allowed to fade out." Apparently the Fellows were unwilling and unprepared to spend additional time in non-credit group process sessions in the face of other pressing obligations. As diagnosed by one of the co-directors, the Fellows seemed to place a higher priority on their studies while plans for follow-up sessions "fell through because of schedule problems, unexpected obligations, riots, and what-not." Although the co-directors continued to work on an individual basis with several of the Fellows, group process as such was discontinued early in the year.

In an effort to measure the effectiveness of the group process sessions that had been held in September, the Fellows were asked early in October to respond to an eleven-item questionnaire prepared by the associate director in cooperation with group process co-directors. In the questionnaires, the Fellows were asked whether they agreed or disagreed with a statement and were further asked to comment on the statement. These responses were considered significant because (1) they give some indication of the characteristics of the Fellows and (2) they suggest something of the effectiveness of the group process experiences. Several of the comments and representative responses have therefore been included in the study and may be found in Appendix D.

An examination of the representative responses to the questionnaire points to the apprehensions that were initially held by the members of the group, but also to the progress that was made toward better group interaction during these early sessions. Despite the apparent changes in attitude, however, several individuals did not attend the final sessions of the first week; later attempts to get the group together were generally futile. For the most part, the Fellows did not seem to want to schedule time for additional group process sessions and the co-directors were unable to arrange a time that was mutually satisfactory.

Although the formal sessions in group process were discontinued, the co-directors provided consultation services for a number of the Fellows. With one individual, sessions continued throughout the academic year, including several sessions that lasted between two and three hours each. Additionally, however, many of the Fellows looked to the program director and associate director for a variety of services including advice and counsel.

Since the group process sessions as such "faded out," it was difficult to discern what long-run consequences, if any, these sessions produced on the Fellows. Responses made to questions asked in the final questionnaires did, however, give some indication of how the group interacted during the year. Competition for grades or prestige among the Fellows, for instance, may have stifled interaction. Table XXI suggests that competition did not inhibit interaction but was overall a positive factor.

TABLE XXI

THE FELLOWS' OPINIONS OF THE EFFECTS OF COMPETITION

How did the level of competition affect your ability to benefit from the program?	Ph.D. Fellows	M.A. Fellows	Total
Very beneficial: stimulated to achieve my maximum potential . .	2	1	3
Probably good: sometimes pushed me to greater efforts	4	9	13
Had no noticeable effect on me . .	1	4	5
Sometimes interferred with learning	0	0	0
Was extremely disruptive: grades rather than learning became the goal. . .	0	0	0

In response to a second and related question, two Fellows found the level of competition to be "somewhat disruptive." Table XXII indicates a slight shift in the opinions of the Fellows when asked about the effects of competition on the group.

TABLE XXII

THE FELLOWS' OPINIONS OF THE EFFECTS OF COMPETITION ON THE GROUP

How did the level of competition in the program seem to affect the Fellows as a group?	Ph.D. Fellows	M.A. Fellows	Total
Very beneficial: almost all have been stimulated to achieve their maximum potential	1	2	3
Probably good: many seemed pushed to greater efforts.	5	4	9
No noticeable effects.	1	6	7
Somewhat distruptive: some people became too tense, tried too hard for grades or recognition	0	2	2
Very disruptive: grades or recognition rather than learning became the goal.	0	0	0

En bloc programming has the potential to encourage individuals to interact with one another. Some individuals, of course, are more willing to interact with others regardless of the situation. The Fellows in many instances interacted well and without regards to differences in age, degree program, sex, or racial origin. Several instances may be cited, for example, where Ph.D. Fellows provided assistance to the M.A. Fellows and did so despite the academic pressures they themselves were under. There were on the other hand, exceptions. One Ph.D. Fellow commented at the close of the program that his own schedule was demanding and that he had not made himself available to others who may have wished assistance with their studies. Table XXIII gives some indication of how and to what extent the Fellows interacted with one another during the course of the program.

TABLE XXIII

THE FELLOWS' OPINIONS ON THE EXTENT AND NATURE OF GROUP INTERACTION

Describe how the ExTFP Fellows typically interacted with one another during the year?	Ph.D. Fellows	M.A. Fellows	Total
Almost all of the Fellows studied together as a group, cooperated and shared ideas.	1	0	1
Fellows tended to work and study together in clearly defined sub-groups; persons in different sub-groups were usually congenial to one another .	5	12	17
Fellows tended to work and study together in clearly defined sub-groups, but persons from different sub-groups were often hostile to one another .	0	0	0
Fellows tended for the most part to go their own ways and worked alone or with one or two friends	1	2	3
Fellows competed with each other and were unwilling to help others or share ideas	0	0	0

To gain a perspective on the influence of the interaction that was evident among the Fellows, the teaching faculty was asked to respond to a question that asked if working and studying in groups had produced beneficial results. The faculty responses, which were generally favorable on this topic, are indicated in Table XXIV.

TABLE XXIV

THE FACULTY'S OPINIONS OF THE BENEFITS OF GROUP STUDY

In your opinion, has the fact that the Experienced Teacher Fellowship participants studied and worked as a group resulted in more satisfactory results?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Yes, use of group resulted in greatly enhanced learning. . . .	4	3	2	9
Perhaps, group effect was noticeable	2	2	1	5
Doubtful, group effect was useful in enhanced learning. . .	0	2	0	2
No, group effect did not contribute to learning	0	0	0	0

Because of the *en bloc* programming, the Fellows had ample opportunity to work and study together. According to the responses of the Fellows to the question found in Table XXIII, many of the Fellows used this opportunity to interact positively with one another throughout the program. For the most part, the interaction that resulted from working and studying together helped to establish a positive group spirit and a feeling of identity. Table XXV indicates the opinions of the Fellows toward group spirit and identity.

TABLE XXV

THE FELLOWS' OPINIONS OF GROUP SPIRIT AND IDENTITY AMONG THE FELLOWS

Was there a felling of group spirit and group identity among the Fellows in the program?	Ph.D. Fellows	M.A. Fellows	Total
Yes, there was a strong feeling of group spirit and identity	4	5	9
There was a moderate feeling of group spirit and identity	3	5	8
There was some, but not too much feeling of group spirit and identity.	0	3	3
There was no appreciable feeling of group spirit and identity	0	1	1

In response to a related question, the faculty was generally of the opinion that the Fellows gave evidence of group solidarity. Table XXVI gives an indication of the opinions held by the faculty on this matter.

To assess the level of morale of the Fellows, the Fellows and the teaching faculty were asked to comment on the matter of morale in their respective questionnaires. Table XXVII gives indication of the responses to questions pertaining to morale, responses that overall indicated high morale during the year.

TABLE XXVI

THE FACULTY'S APPRAISAL OF GROUP SOLIDARITY

Was there a feeling of group solidarity among the participants in the program?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Yes, there was a strong feeling of group solidarity .	1	2	2	5
There was considerable feeling of group solidarity .	5	4	0	9
There was some, but not much, feeling of group solidarity	0	1	1	2
There was no feeling of solidarity at all	0	0	0	0

TABLE XXVII

RATINGS OF THE FELLOWS' MORALE DURING THE YEAR

	Fellows' own morale Rated by		Fellows' overall or Group morale Rated by					
	Ph.D.	M.A.	Ph.D.	M.A.	Educ. Faculty	Econ. Faculty	Econ Ed. Faculty	Total
Very high	2	5	3	4	2	0	1	10
Pretty high	5	5	4	7	3	5	2	21
About average	0	3	0	1	1	2	0	4
Pretty low	0	1	0	2	0	0	0	2
Very low	0	0	0	0	0	0	0	0

Based on the opinions of the Fellows and the faculty to the several questions related to group interaction, esprit de corps, competition, and solidarity, there was apparently little hostility among the Fellows and considerable evidence of cooperation and congeniality. For the most part, there were positive benefits derived through the interaction that occurred. Several factors may account for the overall high level of morale and positive interaction including (1) the care taken in the selection of participants, (2) special group activities such as the practicum and the group process sessions, (3) the interaction that occurred during the _en bloc_ classes and the informal activities conducted outside the regular program, and (4) the overall positive attitude of the Fellows that resulted from the opportunity to spend a year away from the routine of the classroom coupled with the opportunity to establish new friendships in a new environment. Perhaps all of these factors contributed to the overall high morale and positive attitudes.

Shortly after the conclusion of the September group process sessions, one of the group process co-directors commented to the associate director of the ExTFP that the Fellows represented a "potentially explosive group." Although this assessment may have been correct, the Fellows, as indicated by their responses to several questions on this topic, generally maintained a positive attitude, high morale, and a strong sense of identity and solidarity throughout the year.

Communication flows and relationships. The administration of a special, full-year program for experienced teachers from both elementary and secondary schools involved in a rigorous academic program in a college situation is difficult under ideal conditions. As suggested by Donald Bigelow, the difficulty is compounded when it is realized that teachere education has often been a neglected area in institutions of higher education and that the members of the "high church" often fail to appreciate the day-to-day problems that face teachers employed in the educational "ghetto." Finally, teachers who take the opportunity to continue their own education on a full-time basis need to take up residency in a strange community and need to make the decision as to whether to move their families with them or try to commute on weekends or during long vacations when weekend commuting is not possible.

Recognizing that the Fellows selected to participate in the ExTFP would need to adjust to the community and the University and would need to establish relationships with the other Fellows, the teaching faculty, and the program administrators, plans were made to ease the adjustment. To that end, the group process sessions and individual counseling by the co-directors of the group processing sessions were included in the program. This component of the program was directed toward providing assistance with academic and personal problems that the Fellows might have. Additionally, the program director and associate director took direct responsibility for maintaining communication flows and relationships among the Fellows and with the several other individuals involved directly and indirectly with the program.

The role of the associate director of the program was especially important to maintaining communication flows and relationships. Among other duties, the associate director served as a principal advisor and ombudsman to the Fellows, immediate liaison to the director, associate instructor in the economic education courses, and the coordinator of activities. Previous experiences with special programs for experienced teachers and a full-time faculty position were vital credentials in carrying out the responsibilities entrusted to the associate director.

Based on previous experiences with special teacher programs, it was planned that the program director should not be readily accessible to the Fellows, but that the Fellows should try first to resolve any problems or conflicts through discussions with the associate director. This arrangement was considered to be prudent since individuals, especially in a new environment, often have questions and conflicts they wish to discuss with someone who is familiar with an institution and is in a position to act. In a special program, such as the ExTFP, these same individuals are often reluctant to take what may be a relatively minor problem to the program director. To maintain close and cordial relationships with the program director, however, the Fellows were encouraged to discuss academic matters and items of group interest with the director during the regularly scheduled class sessions that were held throughout the year; not uncommonly, causeries ensued during class breaks, after classes, and on other informal occasions.

The associate director, meanwhile, was readily accessible to the Fellows and they often discussed matters with the associate director before making an appointment to see the director when an appointment seemed necessary. As was intended, formal conferences with the director were often by appointment and not uncommonly based upon the recommendation of the associate director. On the other hand, the program director was never remote, and because the arrangements were flexible, the program director was reached directly in several instances. Additionally, the program director served as the advisor in economics and economic education to several of the Ph.D. Fellows, and in this capacity, these Fellows had ready access to the director.

Figure 10 suggests the administrative arrangements that were made to facilitate communication flows and maintain relations with all of the individuals involved with the program.

As suggested in Figure 10, the Fellows had immediate access to the associate director as indicated by the double lines that connect the Fellows and the associate director. The Fellows turned to the associate director for general information and advice concerning registration, course work and demands, the colloquium paper, and other sundry matters.

As indicated by the double lines that connect the director and the associate director, the program administrators worked in a synergetic

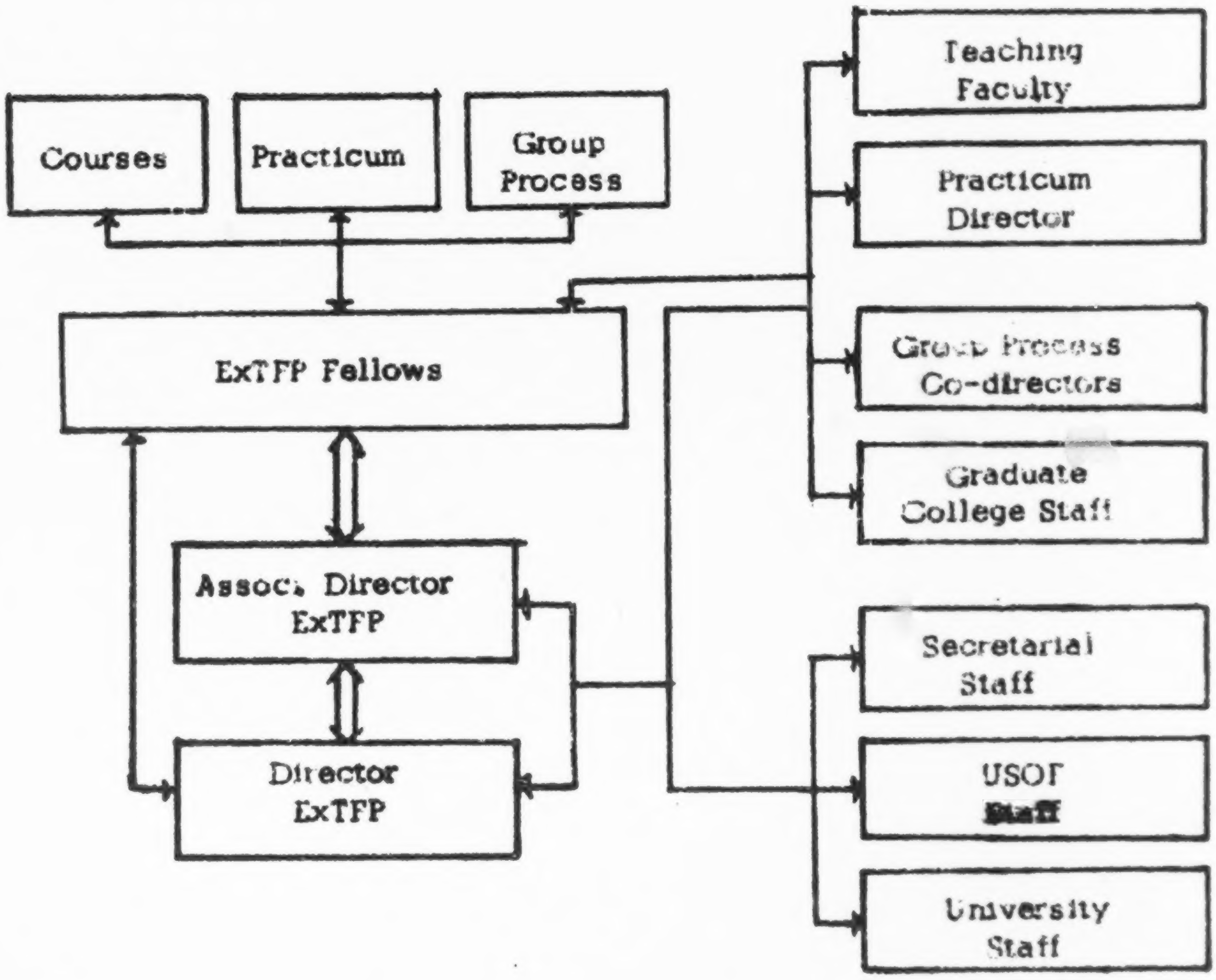
Courses
Practicum
Group Process
ExTFP Fellows
Assoc. Director ExTFP
Director ExTFP
Teaching Faculty
Practicum Director
Group Process Co-directors
Graduate College Staff
Secretarial Staff
USOF Staff
University Staff

FIGURE 10

COMMUNICATION FLOWS AND RELATIONSHIPS

relationship on all matters pertaining to the ExTFP. Although the director and the associate director had particular functions, there was never a careful distinction drawn to separate individual duties. The director and the associate director sometimes acted in concert and sometimes individually on a number of matters during the planning and implementation stage and that involved the many individuals who worked with the program. This flexible approach was made possible through a mature relationship between the director and associate director based upon a mutual feeling of loyalty and respect.

Both the director and the associate director maintained direct communication with the several individuals indicated on the right in Figure 10. The director, however, was more immediately responsible for matters pertaining to the grant budget and for maintaining communications and relationships with University budgetary officers, the central administrative staff, and the college deans.

Making arrangements for an en bloc course for the twenty-one Fellows through the College of Education may be cited as an example of the working relationship that existed between the director and the associate director and between these two individuals and the teaching faculty and administrative officers. The program director made inquiry to arrange an en bloc course for the Fellows via a phone discussion with the assistant dean of the College of Education. Included in the arrangements that were made was the identification of a course instructor who had been recommended to the director by the associate director. Later the associate director met with the course instructor to discuss the nature of the program and the major characteristics of the participating Fellows. During the course of this disucssion, the associate director noted the desirability of avoiding unnecessary competition between the Ph.D. and the M.A. Fellows since several of the Ph.D. Fellows were already conversant in the subject-matter of the course, whereas many of the M.A. Fellows were not. The instructor basically dismissed this point and commented that he had found few differences between Ph.D. and M.A. candidates and did not expect to find a difference with this group. In a follow-up conversation near the end of the course, the instructor said that he had indeed found some differences and inquired at this time if any special grading procedures had been established with the Fellows. He was informed that generally there had been no special arrangements made, and although alternatives were suggested, no recommendations were made. However, upon consideration of the nature of the program, the nature of the subject-matter, and the diversity in academic preparation among the Fellows, he issued grades of "Cr" (credit) to two Fellows who, despite hard work, had not achieved acceptable graduate grades. While the associate director maintained the communications with this instructor, the director took the responsiblity for making the necessary, and in this instance, difficult, budgetary arrangements for supporting the en bloc procedure that had been followed for this course.

In examining the effectiveness of the program administration, the external evaluator found that the "interviewees were consistent in their praise of work done by the director and the associate director." He noted further that the "participants were appreciative of the availability of the associate director's time and attention. 'Very accessible' was a common response." In further support of the effectiveness of the program administration, one M.A. Fellow commented in a letter to the associate director several weeks after the program had terminated that "I want to thank you very much for the many kind things that you did for me. You might not have been aware of them, but it was such things that kept me together.... If it weren't for you, I don't know how I would have made out." Another M.A. Fellow, a potentially militant student, commented similarly in a letter sent to the associate director that "...you guys [the director and the associate director] are two of the nicest people that I or any one else can ever hope to work with or under. For one thing, you were concerned with problems, more specifically, human problems, and those things that affected the group or an individual within the group affected you with the same impact."

In the final questionnaire, the Fellows were asked a series of questions that asked them about problems they may have encountered during the year. The responses to the first question in this series gives further indication of effectiveness of the program administration. The question and the responses, found in Table XXVIII, indicate that a majority of the Fellows found that problems and dissatisfactions did not interfere with program effectiveness and that they were at most irritating and inconsequential.

TABLE XXVIII

THE SEVERITY OF PROBLEMS AND DISSATISFACTIONS

In any program such as this, some problems and dissatisfactions are inevitable. How seriously did the problems you encountered interfere with the program's potential worth and effectiveness?	Ph.D. Fellows	M.A. Fellows	Total
Extremely seriously	0	0	0
Moderately.	1	1	2
Somewhat	0	1	2
Slightly	2	2	4
Not at all--they were at most irritating but inconsequential . . .	4	10	14

A question that appeared later in the series asked the Fellows to identify the individual or combination of individuals who resolved problems that were resolved. Since sixteen of the Fellows found that problems and dissatisfactions interfered only slightly or were inconsequential to program effectiveness, it may have been difficult to identify the individuals who resolved problems. Yet, it was perhaps the individuals identified in their responses who helped to keep potential problems at an inconsequential level. Table XXIX indicates the responses of the Fellows to this question and shows that in many instances the associate director and the director helped to resolve the problems that did develop. The pattern of responses to the question in Table XXIX provides a good fit to program intents.

TABLE XXIX

AN IDENTIFICATION OF THE INDIVIDUALS RESPONSIBLE FOR SOLVING PROBLEMS

Who was most often responsible for resolving problems that were resolved?	Ph.D. Fellows	M.A. Fellows	Total
Director	0	0	0
Associate director	2	8	10
Faculty members	1	0	1
Fellows	1	0	1
A combination of two or more of the above (please specify)			
(Director and Associate Director) .	4	1	5
(Assoc. Director and Fellows) . .	0	2	2
(Assoc. Director and Faculty) . .	0	1	1
(Other)	0	0	0
(No response)	0	1	1

To assess the effectiveness of the division of labor between the director and the associate director, as perceived by the Fellows, the Fellows were asked to respond to a question that has been reproduced in Table XXX.

TABLE XXX

THE FELLOWS' ASSESSMENT OF THE EFFECTIVENESS OF THE DIVISION OF LABOR BETWEEN THE DIRECTOR AND THE ASSOCIATE DIRECTOR

How would you describe the effectiveness of the division of labor between the director and the associate director?	Ph.D. Fellows	M.A. Fellows	Total
Very effective.	5	5	10
Effective	2	7	9
Slightly effective	0	2	2
A detriment to program effectiveness .	0	0	0

Although two of the M.A. Fellows were of the opinion that the division of labor between the director and the associate director was only slightly effective, the Fellows generally substantiated in their responses to the question in Table XXX the opinions of the director, the associate director, and the external evaluator that the director and the associate director worked effectively together on the various aspects of the program.

In maintaining communication flows and relations among the various individuals involved in the program, it is noteworthy that several of the Ph.D. candidates performed an excellent service to the M.A. candidates and to the program generally. The external evaluator found that "within the group participants, it was apparent that the Ph.D. candidates had provided strong leadership along with both intellectual and psychic support. There were evidently numberous opportunities for informal exchanges, although a small minority may have been at a disadvantage here." In support of the comments made by the external evaluator, the Ph.D. candidates were observed on numerous occasions to assist the M.A. candidates, especially with their courses in economics. Already during the summer introductory economics courses that were mandatory for the M.A. candidates, the Ph.D. candidates made themselves available and provided considerable assistance to those Fellows who were unfamiliar with economics, mathematics, and the general orientation of the professional economist. Even in those courses, such as educational statistics, which all of the Fellows attended en bloc, there were no complaints voiced over competition among the Fellows; in fact, many of the Ph.D. Fellows provided helpful assistance rather than competition. Although the mixture of M.A. and Ph.D. Fellows may have been a source of irritation and trouble, there was little evidence throughout the program of any serious conflict.

Perhaps the major weakness in the communication flows and relationships among the several individuals involved in the program was the failure to establish effective communications among the teaching faculty, the director of the practicum, and the co-directors of the group process experiences. While there was at least some communication among the members of the teaching faculty within a department, there was little evidence of inter-departmental or inter-collegiate communication; i.e., exclusive of the director and associate director. Similarly, there was only minimal evidence of communications of the members of the teaching faculty with the director of the practicum or of any of these individuals with the co-directors of the group process experiences.

Some evidence of the lack of communication among the several individuals involved in the ExTFP may be gathered via an observation of the comments, and lack of comments, to the final question on the faculty questionnaire, an open-ended question, that asked the teaching faculty to "...note any features of the program which, in your opinion, contributed significantly to what happened during the year." Three individuals made no concluding comments. One individual commented that "I know very little about the program as a whole....;" another commented that "My participation was quite limited...." These latter responses were made by individuals who had taught en bloc courses.

In conclusion, the relationships that connected the Fellows, the director and the associate director, and the several other individuals involved in the program were generally effective. Similarly, the relationship that existed between the director and the associate director was effective. There was evidence, however, of a lack of effective communication among the members of the teaching faculty and of the teaching faculty as a whole with the director of the practicum and the co-directors of the group process experience.

IV OUTCOMES

Measurements of cognitive and attitude changes. Although the scores made on standardized tests provide a measure of achievement and change and a means for comparison, the results must be interpreted against existing conditions and in perspective. It would be inappropriate, for instance, to judge the worth of a full-year program or the achievement of the experimental population solely on the changes that may be evident through an analysis of the scores on a particular testing instrument. In comparing one program or population with another, for example, an observer may remonstrate that percentage gains are small even when the analysis reveals that the scores are statistically significant.

As was anticipated, the Fellows, with some exception, gave evidence of significant changes in their general comprehension of economic terms, concepts, and generalizations as measured against the several instruments that were administered to measure these changes. Although statistically significant differences were observed between the pretest and posttest population on several instruments, the percentage changes were in several instances minimal. Furthermore, an analysis of the gains for several individuals, as indicated by the individual shifts from the pretest to the posttest, revealed only slight differences. With a small population, here twenty-one, sizable increases by a few individuals led in some instances to statistically significant differences in the pretest and posttest populations when in reality many individuals comprising the population changed only slightly.

The conditions prevailing at the time of the administration of the pretests and the posttests must be considered in interpreting the Fellows' scores on the various instruments that were used to measure cognitive and attitude changes. Both during the administration of the pretest and the posttest, the Fellows were under some strain. For instance, it had not been feasible to administer the pretests before classes were underway because of the time that had to be allowed for the Fellows to arrive on campus, find and settle in suitable quarters, and begin classes. (Through special arrangements, the summer sessions had already been reduced from ten to eight weeks in recognition of the fact that several of the Fellows could not be released from their schools until late in June.) Thus, the conditions existing at the time of the pretest were that classes were already underway; furthermore, the pressures of academic pursuits coupled with the desires to make good impressions early in the program were present.

Especially during the time that the posttests were administered, conditions were such that the Fellows could not be expected to perform to their maximum capacity. Scheduled sessions had been planned early whereby one day every week during the last half of the Spring Quarter would be devoted to testing and concluding and summary sessions. The schedule was disrupted, however, because the University was forced to close in May, four weeks prior to the scheduled closing time.

The closing of the University was precipitated by the Kent State incident of 1970 and student unrest over President Nixon's decision to invade Cambodia, ominous events that caused considerable tension in the University community. Realizing that the University might close, special arrangements were made with the Fellows whereby they agreed to take two of the posttests ahead of schedule; one week later the University did in fact close. Although all University dormitories were closed at that time, families living in University-owned apartments were not forced to evacuate. However, students, including graduate students, were not permitted on the campus for two weeks following the University closing. Because of this situation, several of the sessions that had been planned with the Fellows had to be cancelled.

Through the generosity of the staff at the B'nai B'rith, Hillel Foundation, facilities were made available to the Fellows following the closing of the University. Although several of the Fellows' classes were held in these facilities, the Spring Quarter was still brought to an early close. During this period, the remaining posttests were administered in the Hillel Foundation facilities between regular class sessions.

There is little question that the Fellows were affected by the disruptions at the University and that the posttests were taken under adverse conditions. The Fellows were both distracted by the general conditions at the University and were also placed in a position where they had to complete work for the various courses in advance of the original schedule. Many of the Fellows, meanwhile, made plans to leave for their home towns prior to their scheduled departures; the first family to leave made its departure before June 1.

During the interviews with the Fellows, the external evaluator found that "there was unanimous agreement among the fourteen individuals [that he interviewed] that they had undergone rewarding learning experiences. Even those who expressed reservations about instructional procedures in the various classes testified to this point. Judging by their comments, the Fellows felt they had made the greatest gains in the area of knowledge about economics."

The Fellows confirmed, in part at least, their opinions on this matter in their responses to a question on the final questionnaire. Table XXXI indicates that all but one Fellow believed they had learned a great deal during the year of the ExTFP.

TABLE XXXI

THE FELLOWS' OPINIONS OF THE ExTFP AS A LEARNING EXPERIENCE

Which of the following alternatives best describes your reaction to the ExTFP as a learning experience?	Ph.D. Fellows	M.A. Fellows	Total
I learned a great deal.	7	13	20
I learned a moderate amount	0	1	1
I really didn't learn very much . . .	0	0	0
I learned virtually nothing at all . . .	0	0	0

The members of the faculty were asked a question on their final questionnaire to which a majority responded that the Fellows had become better scholars as a result of their participation in the ExTFP. Table XXXII indicates their responses to this question.

TABLE XXXII

THE FACULTY'S RESPONSES ON THE SCHOLASTIC EFFECTS OF THE PROGRAM ON THE FELLOWS

Did you feel that the Experienced Teacher Fellowship Program resulted in the participants becoming better scholars?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Yes	6	7	2	15
No	0	0	0	0
Uncertain	0	1	1	2

Reviewed against this background, a number of observations may be made. Table XXXIII contains the means and the standard deviations of the four tests that constitute the Test of College Economics, each of which was used as a pretest and a posttest. It may be observed in the table that in all instances the mean scores were greater on the posttests than they were on the pretests, although by only a slight margin on test Part II, Form B. (It should be noted that Part II, Form B was the final test to be administered, a circumstance that may have had a particularly adverse effect.) Further, the variation among the group decreased in all instances as indicated through a comparison of the standard deviations between the pretests and the posttests. The change was only minimal, however, on two of the tests, viz., Part II, Form B and Part II, Form A.

TABLE XXXIII

RESULTS FROM THE TEST OF COLLEGE ECONOMICS

PRETESTS		POSTTESTS	
Part I, Form A		Part I, Form A	
N	21	N	21
Mean	21.66	Mean	24.33
S.D.	6.05	S.D.	4.44
t	3.39		
Part II, Form A		Part II, Form A	
N	21	N	21
Mean	19.33	Mean	20.95
S.D.	5.25	S.D.	5.14
t	2.33		
Part I, Form B		Part I, Form B	
N	21	N	21
Mean	21.28	Mean	24.66
S.D.	7.16	S.D.	3.72
t	3.43		
Part II, Form B		Part II, Form B	
N	21	N	21
Mean	20.09	Mean	21.00
S.D.	6.46	S.D.	5.94
t	.76		

It was anticipated that the scores obtained by the Fellows on the posttests would show an upward shift, i.e., that the posttest population would perform better on the instrument than the pretest population. To test the statistical significance of the scores, a t test was employed; since an upward shift was anticipated, a one-tailed test was used with N-1 degrees of freedom. The critical value of t was established at .05, thus requiring a calculated t value of equal to or greater than 1.725. The results from three of the tests, with t scores of 3.39, 3.43, and 2.33, did show a significance at the .05 level. Two of the tests, Part I, Form A and Part I, Form B, in fact indicated a significant t score at the .005 level.

Excluding Part II, Form B, the null hypothesis was considered to be untenable at the .05 level of significance on the three other forms of the Test of College Economics; the alternate hypothesis was accepted. The null hypothesis had been formulated to state that there would be no statistical difference between the pretest population and the posttest population. This hypothesis was considered to be untenable while the alternate hypothesis, that there would be a significant difference between the pretest and posttest populations, was accepted.

The Test of Basic Economics was also administered to the Fellows as a pretest and a posttest; the statistical procedures used to analyze this test were essentially the same as those used with the Test of College Economics. The test was also analyzed separately; however, for the Ph.D. and M.A. Fellows as well as for the total. The results of the tests are found in Table XXXIV.

TABLE XXXIV

RESULTS FROM THE TEST OF BASIC ECONOMICS

PRETEST		POSTTEST	
Total Population		Total Population	
N	21	N	21
Mean	52.71	Mean	55.86
t	3.60		
Ph.D. Fellows		Ph.D. Fellows	
N	7	N	7
Mean	58.29	Mean	60.14
t	1.31		
M.A. Fellows		M.A Fellows	
N	14	N	14
Mean	49.93	Mean	53.71
t	3.39		

The mean scores on the posttest may be observed to be greater than those on the pretest, i.e., the posttest population performed better on the test than the pretest population. To test the statistical significance of the scores, a t test was used with the critical value of t established at .05 on a one-tailed test and N-1 degrees of freedom. With a calculated t value of 3.60 the total posttest population indicated a significant difference at the .005 level where the critical t is 2.845. Thus, the null hypothesis, that there would be no significant difference between the posttest population and the pretest population, was considered to be untenable at the .005 level of significance. The alternate hypothesis was supported, viz., that there would be a statistically significant difference between the posttest population and the pretest population.

It was thought that perhaps the Ph.D. Fellows would perform less well on the posttests than on the pretests since many of them had (1) concentrated their work during the year in education rather than economics and (2) obtained high scores on the pretest, leaving only a slight margin for improvement. Although the posttest scores were not significantly different from the pretest scores, the Ph.D. Fellows did not in fact give indication of overall poorer performance. As indicated in Table XXXIV, the mean score obtained on the posttest was greater than the mean score obtained on the pretest even though there was statistically no significant difference between the scores.

In analyzing the scores of the M.A. Fellows only, there was evident a significant gain in the posttest scores where a calculated t of 3.39 was obtained. This score was significant at the .005 level on a one-tailed test with the degrees of freedom equal to N-1.

The critic is well informed that the significant differences on the several instruments that were administered to the pretest and posttest populations do not in themselves justify a full-year educational endeavor. In fact, an intensified program of, say, two to six weeks may produce differences that are as great or greater than the performances of the Fellows in the ExTFP. For instance, the Test of College Economics was recently administered on a pretest-posttest basis to a group of experienced teachers in a summer economics institute sponsored by the National Science Foundation and conducted by the staff of the Department of Economic Education. After only five weeks, the participants showed a significant difference in an upward trend in their scores from the pretest at the .005 level and with a greater percentage increase than the Fellows did after a full-year of economics instruction. Therefore, even though the scores obtained on standardized tests may provide useful information, they should not be used to justify a full-year educational program.

A Survey of Opinions of Economic Issues consists of thirty-five statements on economic topics to which a respondent may (1) strongly agree, (2) agree, (3) declare indecision, (4) disagree, and (5) strongly disagree. The test has not been used extensively or validated; appropriate statistical procedures for analyzing the test have not been developed. In comparing the responses of the Fellows with the responses made by other groups who have been tested, no unusual deviations were observed. The responses were then examined to determine if there had been any significant shifts made by the Fellows from the pretest to the posttest.

The aggregate responses from the pretest and the posttest were tabulated and placed into the five categories that the respondents could select. Table XXXV indicates by percentage the combined responses to the thirty-five statements.

TABLE XXXV

COMBINED RESPONSES TO A SURVEY OF OPINIONS ON ECONOMIC ISSUES BY PERCENTAGE

	SA	A	U	D	SD	Total
PRETEST TOTALS	.08	.27	.14	.41	.10	1.00
POSTTEST TOTALS	.08	.27	.10	.43	.12	1.00

As indicated in Table XXXV, there was no aggregate shift in the strongly agree and the agree responses between the pretest and the posttest. The greatest shift that did occur was a 4 per cent movement from the undecided category that was absorbed by the disagree and the strongly disagree categories in the posttest This shift from the undecided category may indicate that the Fellows were more confident of their opinions on economic issues in the posttest and were therefore, more prepared and willing to express an opinion on economic issues upon completion of the program.

In examining the responses of the Ph.D. and the M.A. Fellows separately, it was found that the greatest shift from the undecided category from the time of the pretest to the posttest was made by the M.A. Fellows who shifted from the undecided category by greater than 4 per cent whereas the Ph.D. Fellows shifted from the undecided category by less than 1 per cent.

In examining individual items, it was observed that the responses to Statement 4 showed the greatest shift for the Ph.D and the M.A. Fellows combined. Nine Fellows disagreed or strongly disagreed on both the pretest and the posttest, therefore showing no change. One Fellow changed from the disagree column and moved into another column. Six Fellows shifted from other columns on the pretest into the disagree column on the posttest. Five Fellows responded to categories other than the disagree or strongly disagree columns on both the pretest and the posttest. These data were made dichotomous and recorded in a fourfold table as indicated in Table XXXVI.

TABLE XXXVI

RESPONSES TO STATEMENT FOUR IN A SURVEY OF OPINIONS ON ECONOMIC ISSUES

		POSTTEST		
		Disagree	Other	Total
PRETEST	Other	6	5	11
	Disagree	9	1	10
	Total	15	6	21

To test the significance of the difference between the proportions of responses in the disagree category from the pretest to the posttest, the null hypothesis was formulated that

$$Ho: p_1 = p_2$$

where p_1 = the proportion of responses in the disagree category in the pretest

p_2 = the proportion of responses in the disagree category on the posttest

The alternative hypothesis formulated was that

$$H_1: p_1 \neq p_2$$

To test the significance of the differences between the proportions of responses in the disagree category from the pretest to the posttest, a chi square test of independence for correlated samples was calculated. The critical value for chi square was found to be 3.84 at the .05 level; the calculated value was found to be 3.57. Since the alternative hypothesis was not supported in the analysis of responses to Statement 4, which had shown the greatest proportional change, the remaining statements were not examined.

The Inventory of Economic Opinions consists of seventeen statements to which the respondent may agree or idsagree. The test was administered to the Fellows as a pretest and posttest. In analyzing separately each of the seventeen items, no statistically significant differences were found, i.e., on no one item was there a significant aggregate shift. Using the sign test to analyze shifts, it would have been necessary to observe a change of four or more responses to a given statement between the pretest and the posttest. The greatest shift to occur was three; this degree of shift occurred in only two of the seventeen statements.

Although there were no significant differences observed, it was possible to make some tentative inferences from the test. The statements in this seventeen-item test, which was prepared by Roman F. Warmke, were drawn from Delbert Snider, Economic Myth and Reality (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965). In this book, Snider treats sixteen myths which he uses as chapter titles. He concludes each chapter with a statement that represents the economic reality of the topic.

The Inventory of Economic Opinions represents a whole or partial statement of twelve of the chapter-heading myths formulated by Snider; four of the statements represent the whole or partial economic reality. For the test, one myth presented by Snider was split into two myths thus bringing the total to seventeen statements. Based on the above breakdown, respondents should disagree with thirteen of the statements since they represent myths; they should agree with the remaining four statements since these statements represent the economic reality. In analyzing the test results, it was observed that several of the Fellows responded incorrectly to three of the statements on both the pretest and the posttest. The statements and the response totals are indicated in Table XXXVII.

There was only one known instance during the year when a reference was made to Snider's book. Furthermore, the statements were perhaps not clearly stated and therefore subject to misinterpretation. The author of the test had, however, informally validated the instrument by administering it to a group of professional economists of the University of Minnesota faculty some years earlier. Even allowing for some misinterpretation, then, it is noteworthy that the Fellows, after a full-year in an economics program, did not show a shift toward a more correct response. In fact, in response to one of the items there was a shift of one toward the incorrect response on the posttest.

TABLE XXXVII

THREE STATEMENTS AND RESPONSES FROM THE INVENTORY OF ECONOMIC OPINIONS

	AGREE		DISAGREE	
	Pretest	Posttest	Pretest	Posttest
Item				
3. The primary purpose of taxes is to furnish revenue to the government. (Key: Disagree)	15	12	6	9
8. Labor unions are primarily responsible for the high standard of living of the American worker. (Key: Disagree)	7	7	14	14
10. In the long run, tariffs reduce job opportunities and lower the standard of living. (Key: Disagree)	8	9	13	12

Although the Fellows were probably not familiar with Snider's book, the statements in the test related to topics that the Fellows studied in the several courses they had. For instance, Statement 3, on the topic of taxes, was related to government policy, a subject that was studied in depth during the year. Similarly, Statement 10, on the topic of tariffs, was related to government policy. Statement 8, on the topic of labor, was also a major area that was included in the course work of the year.

Perhaps it is not possible to make conclusive inferences from these responses, i.e., the failure to change incorrect attitudes toward basic economic concepts over the course of a year. It may be, however, that it is the nature of many courses and of much of education at all levels that teachers and instructors sometimes expect students to grasp fundamantal concepts when studying a subject in depth. In reality, educators at all levels perhaps do not identify clearly in their minds or in the minds of their students what concepts they are trying to teach. Upon completion of a course, a year of study, and even a degree program, students may still lack the confidence and the knowledge to speak intelligibly on fundamental concepts and basic issues in the subject-matter area of their studies.

In conclusion, the Fellows did show statistically significant gains on several of the tests that were administered on a pretest-posttest basis. These gains were not great, however, and it would be difficult indeed to justify a full-year program on the basis of the results of these tests. As suggested by the aggregate responses to three of the statements in the Inventory of Economic Opinions, professional educators at all levels must give serious attention to basic concepts that should be a part of their courses; it may be a false assumption that in-depth analyses of selected topics or a superficial survey of many topics provide students with a working knowledge of the discipline they have studied.

Overall impressions. The experiences that occurred during the year of the ExTFP left different impressions upon the individuals who were involved in the program including the participants, the teaching faculty, and the directors. There were also several areas of general agreement. For instance, several of the Fellows found that there was little that was innovative about the program, an opinion that was shared by several of the members of the teaching faculty. Other Fellows and members of the teaching staff were of the opinion that the program was innovative and distinctive; the practicum, the group processing sessions and specific course projects were singled out as examples.

Several individuals commented that the variation among the Fellows was greater than may have been anticipated and that as a result the program was less effective than it may have been. One member of the teaching faculty thought, for instance, that the program had been of no value for some individuals even though overall it had value. A Fellow commented in the final questionnaire that "I think that the wide range of abilities and/or backgrounds in Economics was not sufficiently provided for in the Program.... In other words, the group was too heterogeneous for 'en bloc' Economics courses." A second member of the teaching faculty, however, commented that, although there was variation among the Fellows, greater flexibility could mitigate against this variation. Such flexibility, he suggested "...is in most cases possible to achieve with no loss (and perhaps involves gain) to other students."

It would not be possible to examine all of the opinions that were expressed orally and on the written comments that were made in the final questionnaires. There are, however, some broad areas that suggest overall impressions about the program that are worthy of observation. The Fellows were asked in the final questionnaire, for instance, how closely the ExTFP met their expectations. Their responses to this question, to which a majority said "very closely," are found in Table XXXVIII.

TABLE XXXVIII

THE FELLOWS' OPINIONS OF HOW CLOSELY THE ExTFP MET THEIR EXPECTATIONS

As you think back on this year, how closely did the ExTFP meet your expectations?	Ph.D. Fellows	M.A. Fellows	Total
Very closely	6	6	12
Moderately closely	1	7	8
Only slightly.	0	1	1
Not at all	0	0	0

As suggested by the responses to the question in Table XXXVIII, the Fellows were generally of the opinion that the ExTFP had at least to an appreciable extent, met their expectations. The teaching faculty and the directors were generally of the opinion that the ExTFP had provided a valuable experience for the Fellows. Table XXXIX, which includes the collective responses of the teaching faculty and the directors, indicates that the teaching faculty and the directors were, with some exception, of

TABLE XXXIX

THE OPINION OF THE FACULTY ON THE OVERALL VALUE OF THE ExTFP

In your opinion, how valuable was the overall program for:	Participants	Faculty	Institution	Upgrading high school teaching
Very valuable.	7	3	5	4
Valuable.	9	9	9	7
Undecided	0	3	2	3
Not very valuable.	0	1	0	0
Not valuable at all	0	0	0	0

the opinion that the ExTFP was a valuable program for the Fellows, the faculty, the institution, and the upgrading of high school teaching.

As indicated in Table XXXIX three members of the teaching faculty were undecided over whether or not the program was valuable for upgrading high school teaching; one instructor commented that while the program was valuable for most in terms of upgrading high school teaching, it was "useless for some of them" Although these responses may have been based on a lack of knowledge of the total program, there may be some serious question raised as to where experienced teachers should turn in their quest for information about methods and content that may lead to more effective teaching. Although there may be alternate approaches to educating teachers, it would seem that the teaching faculty in institutions of higher education would have something to contribute to the total educational process and that a feasible approach would be through a captive audience of experienced teachers who expect to resume their profession upon completion of a full-year program.

Similarly, it would seem appropriate that the teaching faculty of an institution of higher education would insist that the educational needs of experienced teachers be met over the course of a year and that each individual instructor would make this his responsibility during the time that these teachers are under his tutelege. There are a number of instances that may be singled out where instructors provided generously of their time during sessions that were held after regular class meetings to provide special assistance to the Fellows. Yet, a majority of the teaching faculty thought that "probably" the educational needs of the Fellows were met during the program. Table XL indicates the opinions of the faculty on this matter.

TABLE XL

THE FACULTY'S OPINION ON HOW CLOSELY THE PROGRAM MET THE EDUCATIONAL NEEDS OF THE FELLOWS

In your opinion, were the educational needs of the participants met by the program?	Education Faculty	Economics Faculty	Econ.Educ. Faculty	Total
Definitely	1	1	2	4
Probably.	5	5	1	11
I doubt it	0	1	0	1
Not at all	0	0	0	0

One final overall area of concern involves the question of content versus method, a question that educators have debated for many years. Should a course or a program be weighted in favor of subject-matter content or methods and materials for communicating effectively? In commenting on a question in the final questionnaire, one member of the teaching faculty suggested that "the mix of courses should be weighted more toward subject-matter areas." Yet, another member of the teaching faculty, who taught a course in the same subject-matter area, commented by saying "...I cannot appraise which elements of their teaching was improved. My guess is they felt somewhat more confident about content and less sure about their previous methods."

The Fellows were asked two specific questions related to this topic to learn their opinions. As was suggested in the report of the external evaluator, most of the Fellows agreed that they had "undergone rewarding learning experiences." Yet there is some question about the nature of the things they learned and whether or not they felt greater confidence in content or method upon completion of the program. Table XLI which indicates the responses of the Fellows on this topic, suggests that the Fellows were somewhat less confident about the methods they had learned than they were about the content.

Based on the opinions expressed by the Fellows in Table XLI the Fellows on the whole believed that they had learned about content and methods that they can use in their own work, but their opinions of content

TABLE XLI

THE FELLOWS' OPINIONS OF THE USEFULNESS OF SUBJECT-MATTER VERSUS METHODS AND MATERIALS FOR THEIR FUTURE WORK

How about the usefulness of the program for your own work concerning:	CONTENT			METHODS		
	Ph.D. Fellows	M.A. Fellows	Total	Ph.D. Fellows	M.A. Fellows	Total
Learned a great deal. . .	7	8	15	5	4	9
Learned quite a lot . . .	0	5	5	2	7	9
Learned little.	0	1	1	0	3	3
Learned almost nothing. .	0	0	0	0	0	0

indicated that they were more sanguine in that area than in the area of method. It may be difficult to determine which individual or group of individuals are the most responsible for teaching communication skills. Although there are technical communication skills that can and should be learned, it is also true that an individual cannot be said to know or understand a topic or subject if he is unable to express his knowledge.

For the M.A. Fellows, the program was weighted more heavily in favor of "content" courses and this may account for their greater confidence in this area. Yet, the program included a blend of course work in economics, education, and economic education that was intended to provide the Fellows with a background in both content and method. Additionally, at least two members of the economics faculty commented specifically about the considerations they had given to the implications for teaching the content that was included as part of the course work. A third economics instructor, who did not claim to have made specific adjustments in his teaching to meet the special needs of the Fellows, commented that "I believe changes should be made in the economics content and method, especially as it relates to economics and education in teacher education.

The matter perhaps needs a further examination and analysis to determine how educators at all levels can most effectively learn content as a prerequisite, but then move a step beyond to recognize the subtle and complex nature of the learning process that involves the translation of content into viable curricula and effective teaching techniques. Although a few of the Fellows apparently did not take this extra step, at least during the course of the year and as presently perceived, there is evidence that many of them did; the Fellows who did not were at least made more conscious of the fact that this extra step needs to be taken. Perhaps even a greater consciousness of the necessary relationship of content and method by both the Fellows and the teaching faculty will in time lead to more effective teaching and learning at all educational levels.

Although with exceptions, the program was observed to promote the inter-disciplinary relationship between economics and education. Measures that promote this relationship are of particular significance in that professional educators have in many instances established domains of interest and expertise that separate one discipline from another and that further separate all disciplines from teacher education. Meno

Lovenstein, Charles G. O'Bleness Professor of Economics, Ohio University, has suggested that "If economic education is really possible it will have to rest upon a thorough analysis of the relations of economics as a discipline to the subtle and complex processes of education."[6] With the help of the ExTFP and other special programs in economic education, the basis for this symbiotic relationship has been established at Ohio University along with the potential to develop into a more mature and sophisticated relationship. Although it is too early to judge, perhaps one of the major outcomes of the ExTFP will be the part it played in promoting the union of content and method, the _sine qua non_ of learning and teaching.

Employment and status changes. It is perhaps inappropriate to examine employment and status changes at this time since there is still some uncertainty and indecision among the Fellows regarding the future. The period between the conclusion of the program and the beginning of the school year in September may be considered a transitional period. During this period, several of the Fellows are known to be undecided about their futures and are still exploring the opportunities that may be open to them. The lack of information about the changes that may occur after the program is one of the limitations of this study. A survey of the Fellows conducted a month hence would probably clarify a number of uncertainties that now exist; a survey conducted in a year or more would provide more valid and pertinent information on the subject. There are, however, some data that may be reported at this time that may give some indication of the effects that the program had on the Fellows and on their professional careers.

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[6] Meno Lovenstein. "Economic Education Comes of Age," _Selected Readings in Economic Education_, eds. Roman F. Warmke and Gerald F. Draayer. (Athens, Ohio: College of Business Administration, Ohio University, 1969), p.55.

In recommending that each applicant for an Experienced Teacher Fellowship Program obrains a leave of absence from the school or school system where he is employed, the USOE administration encourages educational personnel to return to their former places of employment upon completion of the program in which theyparticipate. This measure also reduces the possibility for antagonism that may develop between the USOE administration and local school communities. No uncommonly, however, there are shifts in employment after a participant completes a program. In their evaluation of Experienced Teacher Fellowship Programs, Crockett, et.al. reported, for example, that less than 30 per cent of the participants in 1967-68 programs had as a first choice the aspiration of returning as a "Regular classroom teacher in the present school." (Even the use of the word "regular" in the questionnaire may leave a malefic connotation.) As with many program participants, several of the Fellows showed a desire to change employment, a number of them did so.

The Ph.D. Fellows, of course, were not expected to return to their former positions since it was not expected that they could complete their degree programs during the year of the ExTFP and that upon completion of their degree programs they might well turn to other educational employment. As suggested by one member of the teaching faculty the failure to return to classrooms may "...for the long run of economic education [be] called a good consequence." Six of the seven Ph.D. Fellows do in fact expect to continue their degree programs in Secondary Education, two on a part-time basis. One of the M.A. Fellows, on the other hand, was awarded the M.A. in Economic Education and will continue at the University in pursuit of the Ph.D. in Secondary Education with a Concentration in Economic Education. Each of the two Ph.D. Fellows who will pursue their degrees part-time have taken positions in secondary schools. One has taken a position with his former school where he had been employed as a classroom teacher; he will return as a curriculum supervisor. The second Ph.D. Fellow who will pursue the degree program part-time has taken a position with a different school in a different state where he has been appointed to the position of social studies department chairman. In both instances, these Fellows were classroom teachers prior to their participation in the ExTFP; both will receive salary increases in their new positions.

Of the five Fellows who will pursue their degree programs on a full-time basis, all have accepted graduate or teaching assistantships with the University. Three of these are with the Department of Economic Education. One of these three individuals has accepted the appointment of graduate assistant to the Kazanjian Foundation Depository located in the Vernon R. Alden Library. The remaining two Fellows in the Department of Economic Education will serve as graduate assistants to an in-service institute co-sponsored by the National Science Foundation and the Ohio Council on Economic Education. This institute will be administered by the Department of Economic Education and conducted for forty experienced teachers in the greater University community. The remaining two Ph.D. Fellows have accepted positions with the Department of Secondary Education and will be employed as teaching assistants.

The remaining individuals include thirteen former M.A. Fellows, each of whom achieved his degree objective, and one former Ph.D. Fellow. Seven of these individuals expect to return to their former schools, or, as in two instances, school systems, where they will continue as classroom teachers. Five of these individuals will receive salary increases beyond the normal increment because of their participation in the ExTFP.

Of the remaining seven individuals, one, a former classroom teacher, has signed a contract with another school in another state for the position of assistant principal, a change that has also resulted in a salary increase. A second of the remaining group of seven expects to attend graduate school and continue studies in the area of economics and business. This person has a desire to become a junior college teacher, but may well return to his former school system in January.

Of the remaining five individuals, two have the option of returning to their former school systems and probably will; at this time, however, they still hope to find different positions. The remaining three individuals have forfeited their opportunities to return to their former schools or school systems and are presently in search of employment.

The 1970 job market in education, which afforded minimum opportunities at all levels, may have prevented greater movement of the experienced teachers. Prevailing market conditions may also account for the several individuals who are at this time uncertain of their employment status for next year.

In responding to a question in the final questionnaire that inquired after job activities for next year, one of the M.A. Fellows checked the category, "Other." In commenting on this response, he suggested that "My job will be the same, but I will be doing better things in the classroom." Although there is some uncertainty over employment and status with the Fellows at this time, it is hoped that a later study may reveal that the general thrust of the above comment may appropriately describe the professional activities of all twenty-one Fellows.

Institutional effects. Projections of institutional changes that may occur in the schools and colleges where the Fellows will be employed in another year would be conjectures that extend beyond the scope of this report. As an observation related to this topic, however, the external evaluator found that "Virtually all of the M.A. candidates held reasonably clear ideas as to their intent to attempt changes upon their return." In further comment, he noted that "...one man, already possessing strong inclinations for inducing change, said he was even more convinced of the need."

Evidence of institutional change that will be implemented during the next school year has already been cited, viz., the effects of the practicum that will result in curriculum changes in three of the cooperating schools. These schools have introduced courses in economics into their social science curricula that were a direct consequence of the practicum experience conducted through the ExTFP in cooperation with the Ohio Council on Economic Education. A follow-up study of institutional changes and the planned curriculum changes in the cooperating schools should be appropriate at a later date.

For the present, some observations relative to the institutional changes at the host institution that were effected by the ExTFP may be made. Changes within the host institutions, and the impetus for further change, were identified by Donald Bigelow as a primary objective in granting federal support to institutions of higher education for special programs for teachers.

Institutional changes are perhaps inevitable, but often show; meanwhile the hazards of "grantsmanship" are great. For instance, a proposal writer must make time in his professional schedule to prepare and submit a proposal in request of program support. Because there is an opportunity cost involved, he has less time to conduct research or to publish in his area of specialization; in many instances, the failure to publish carries penalities. In 1966-67, almost 1,000 proposals were received by the USOE staff requesting support for Experienced Teacher Fellowship Programs. Fifty of these proposals were funded. In 1967-68 approximately 860 proposals were submitted to the USOE staff in request of support for Experienced Teacher Fellowship Programs. Of these, seventy were approved. One-and two-time losers probably paid dearly for any thoughts they may have entertained for effecting institutional change.

Efforts to effect institutional changes are further made difficult when it is realized that the "discipline-oriented" educator assumes some risk when he demonstrates an interest in teacher education. As colleges and universities are presently constituted, there sometimes exists, as noted earlier, an artificial dichotomy between non-teacher educators and educators who profess to be teacher educators. The professional non-teacher educator teaches or conducts research in the "substantive" areas; by implication, the teacher educator teaches or conducts "research" in areas that lack substance. Not uncommonly, educators in the "substantive" areas disassociate themselves from educators who are concerned over the learning process and those things that relate to teacher education.

Present arrangements are subject to change The current unrest in society at large and the student dissatisfaction with much of education at all levels has already led to investigations of school policies and priorities and a reconsidering of theprocess that is involved in educating people at all levels. Donald Bigelow has suggested that "Indeed, learning about learning currently is the focus of many of our best minds."[7] Yet, change often comes about slowly, and the wall that separates the teacher educator from the non-teacher educator may be difficult to destroy despite external pressures and the concern of "our best minds."

Since the USOE administration has eliminated support for Experienced Teacher Fellowship Programs in the subject-matter areas that were earlier supported through the Basic Studies Division, many programs and program directors may be subject to the criticisms of their colleagues. Further, there is some question as to how many of the changes created through program support will continue upon withdrawal of funds. On this topic, Donald Bigelow suggested when he introduced the Education Professions Development Act that "...directors of programs will be given every opportunity to consolidate the gains of the past decade, to exploit what has been done, and to explore what might be."[8] Testing for long-run institutional effects of the nature discussed by Bigelow may begin now that support for the several programs that were funded has been lifted; final assessments, conducted some years from now, may reveal that these programs had a greater impact than was initially realized.

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[7] A Handbook for Directors: Education Professions Development Act, 1969-70, op.cit., p. vi.

[8] Ibid. p. viii.

In examining the institutional effects of the ExTFP on the host institution, institutional antecedents must be considered as well as the anticipated outcomes. Special teacher programs in economic education at Ohio University antedated NDEA-supported summer institutes by six years and Experienced Teacher Fellowship Programs by some fourteen years. The programs at Ohio University, financed through private donations, were administered through the Ohio Council on Economic Education. These special programs for teachers conducted by the Council have long enjoyed the support of the central administrative staff of the University. For instance, Ohio University's former President, John C. Baker was among the group that founded the Council. Former President Vernon R. Alden served a three-year term as board chairman for the Council; President Claude R. Sowle is also a member of the board.

The Experienced Teacher Fellowship Program in Economic Education that was conducted at Ohio University during the academic year, 1967-68, gave further impetus to teacher programs in economic education. The Experienced Teacher Fellowship Program, 1967-68, in combination with the OCEE, generated enthusiasm and support for the inter-disciplinary idea of economic education at the University which led to the establishment of the Department of Economic Education and support for the degree programs including the M.A. in Economic Education and the Ph.D. in Secondary Education with a Concentration in Economic Education. Thus, the Experienced Teacher Fellowship Program in Economic Education, 1967-68, further encouraged the institutionalization of economic education at the University that had begun many years earlier.

When a second program was not supported in 1968-69, the structure on which the Department and the degree programs rested was made vulnerable and subject to criticism. However, the foundation was firm enough and therefore able to withstand this contretemps. Among other factors that prevented the dissipation of the idea as well as the structure was the Ohio Council that continued to grow and gain recognition both within the institution and in the larger community outside as a viable service component of the University.

The support gained to conduct the ExTFP again effected institutional changes by focusing attention on special teacher programs in economic education. Through this support, the institutionalization of economic education was vitalized.

A multiplier effect may be set into motion when support is granted in a particular area of education or in any institution or organization. In this instance, several special teacher programs in economic education were initiated through the efforts of the OCEE, the Experienced Teacher Fellowship Program, 1967-68, and the ExTFP. For example, since 1968, the Department of Economic Education has gained program support from the National Science Foundation for the academic year, 1970-71, and 1971-72, to conduct in-service institutes in economic education for experienced teachers within commuting distance of the University. The participants in these programs will enroll in courses in economic education that are offered at the University and that were first approved for the University curriculum in 1967 to meet the special needs of the experienced teachers who participated in the Experienced Teacher Fellowship Program, 1967-68.

During the summer, 1969, the staff of the Department of Economic Education conducted an NSF-supported cooperative school program for social science teachers employed by the Cleveland City School System. The institute was repeated during the summer of 1970 for teachers in the school systems of Lancaster and Columbus, Ohio. The Department staff has conducted a "Special Clinic" for directors of NDEA and NSF institutes in economics and has produced a fifteen-film TV series in economic education for elementary pupils. The Department conducted the National Consumer Economics Institute for experienced teachers of business education, home economics, and social studies during the summer, 1969, an Institute that was supported through the EPDA. Finally, commencing in the Fall, 1970, undergraduate courses in economic education for prospective teachers will be offered at the University for the first time.

Besides the special programs conducted by the Department of

Economic Education, sometimes in conjunction with the OCEE, the ExTFP was instrumental in helping to establish rapport and solidarity between two colleges and among several departments. The Ph.D. Fellows, who did most of their work in the field of education during the year, helped to strengthen the relationship that had been developed with the Department of Secondary Education in the College of Education. Meanwhile, the M.A. Fellows, who pursued much of their course work in economics, helped to strengthen relations between the Department of Economics and the Department of Economic Education.

While on the one hand the USOE administration has noted on many occasions that federal support for special programs would not continue indefinitely, there may be some serious questions raised over USOE administrative policies that claim as an objective the wish to induce institutional changes and yet support programs on an erratic and terminal basis that discourages long-run effectiveness. In the host institution, despite the evidence of a stable growth pattern, there is presently some question over the status of the Department of Economic Education and the place of the OCEE in the College structure. Since the Department and the Council have a specific interest in teacher education, an interest and area of expertise that distinguishes these unites from other units in the College, there exists some uncertainty over the extent of colleague and administrative support at the College level now that a major source of external funds has been lifted. Thus, although a base has been established, new perceptions have been gained, and specific programs have been established for both graduate and undergraduate students, there is still uncertainty over long-run institutional effects.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was shortly after Sputnik that the federal government initiated several major educational programs. These programs were conducted under the auspices of the National Science Foundation and the U.S. Office of Education and supported through such legislation as the Elementary and Secondary Education Act, the National Defense Education Act, the Higher Education Act of 1965, and the Education Professions Development Act. These legislative acts were directed toward the improvement of teacher education with the primary purpose of effecting positive changes on (1) elementary and secondary teachers, (2) elementary and secondary courses and curricula, (3) college and university instructors, and (4) the college and university programs in which experienced and prospective teachers are educated.

Although the USOE administration has truncated programs for experienced teachers in most of the subject-matter areas formerly supported through the Basic Studies Division, there are still demands for more and better education in the nation at large and some questions over how these demands will be met. Meanwhile, many Americans, living in unprecedented affluence since World War II while at the same time experiencing acute social unrest and dissatisfaction, have lost faith in many of the traditional American institutions and ideals. The

American system of education, that was thought at one time to hold the promise for introducing a new era of equal opportunity and success for millions of Americans, has been excoriated for failing to provide direction, especially to American youth.

The ExTFP was a part of a major educational experiment supported by the federal government, a program that will not be funded in another year. The program provided a full-year of academic studies for experienced elementary and secondary teachers. It was sponsored by the staff of the USOE under the Education Professions Development Act and conducted by the Department of Economic Education, College of Business Administration, Ohio University.

I. SUMMARY OF PROCEDURES

The procedures used to evaluate the ExTFP were based primarily on the rationale and procedures for evaluation developed by the staff of the Center for Instructional Research and Curriculum Evaluation (CIRCE). Robert E. Stake, associate director of CIRCE and principal author of the model, has suggested that the evaluation of educational programs and curricula should be based on the full countenance of evaluation, i.e., on a careful description of the program and the judgments made while the program was in operation.

After reviewing the rationale for the ExTFP, data that had been collected about the program were organized around three major gestalts including (1) antecedents, (2) transactions, and (3) outcomes. Antecedents included those data that existed before theprogram began and that related to outcomes. Transactions included those experiences that occurred while the program was in operation and that affected outcomes. The outcomes were identified as the consequences of the program. To assure a goodness of fit among the three gestalts, the organization of the study was patterned after the logical contingency between antecedents and transactions, and between transactions and outcomes.

Based on the procedures established in the evaluation model, the assessment also included an examination of program intents and a recording of observations. The intents and observations were juxtaposed to determine if there was a logical congruence between them.

It is sometimes necessary and prudent to make changes in a program while it is in operation or in a curriculum during the implementation state. Because changes are sometimes made, laboratory experimental techniques are often inadequate for program or curriculum evaluation. The judgments that resulted in changes while the ExTFP was in operation were included in the program study within each of the major gestalts.

To gather information about the program, the program staff, and especially the program's associate director, monitored the program on a daily basis. Further information about the program was gathered from the observations made by an external evaluator who interviewed fourteen of the twenty-one Fellows and discussed the program with the director, associate director, and several members of the teaching faculty early in May. Additionally, a series of questionnaires was completed by the Fellows during the year related to specific aspects of the program. A final and comprehensive questionnaire was completed by each of the Fellows upon completion of the program. The teaching faculty and the program administrative staff completed a final questionnaire that was also used in the analysis of the program.

II. SUMMARY OF FINDINGS

Members of the Ohio University faculty have over the years conducted many special programs in teacher education with an emphasis in economic education. For instance, the first summer workship in economic education for experienced teachers was conducted at Ohio University in 1952; the Ohio Council on Economic Education was founded the following year. Since 1952, Ohio University has distinguished itself in economic education by providing educational personnel in elementary and secondary schools with special programs, in-service courses, materials, and special services. The Council, which derives its support from business, industry, labor, and agricultural organizations, has greatly expanded its programs and services in recent years. Working in conjunction with other colleges and universities around the State, the Council has provided a systematic and inter-disciplinary program of studies to elementary and secondary schools and the teachers within these schools.

During the academic year, 1967-68, Ohio University was host to an Experienced Teacher Fellowship Program in Economic Education. Building on the achievements of the Council, this program provided an impetus toward the establishment of the Department of Economic Education, a special, academic unit in the College of Business Administration. The establishment of the Department, characterized by its inter-collegiate, inter-departmental, and inter-disciplinary approach to teacher education, helped to institutionalize economic education at Ohio University. In 1968, Ohio University was granted approval by the Ohio Board of Regents to offer an M.A. in Economic Education, to be administered through the Department of Economic Education. Also in 1968, the University was granted approval by the Ohio Board of Regents to offer the Ph.D. in Secondary Education with a Concentration in Economic Education to be administered by the Department of Secondary Education, College of Education. The plan for this latter program was formulated by the chairman of the Department of Secondary Education in conjunction with the chairman of the Department of Economic Education.

Of the twenty-one Fellows selected to participate in the ExTFP, seven were accepted to pursue the Ph.D. in Secondary Education with a Concentration in Economic Education. Fourteen were accepted to pursue the M.A. in Economic Education. The Ph.D. Fellows were selected on the basis of their potential to become leaders in teacher education with primary emphasis in economic education. For the M.A. portion of the program, selection preference was given to educational personnel employed in poverty areas, rural and urban, and to applicants who appeared academically qualified to complete the degree program. The fourteen candidates for the M.A. were awarded their degrees in June. One Ph.D. candidate discontinued his degree program upon completion of the ExTFP; one M.A. Fellow made application to pursue the Ph.D. degree. Of the seven candidates for the Ph.D., five accepted assistantships and will pursue their degree programs while under contract with the University; two accepted positions with secondary schools and will pursue their degree programs on a part-time basis. Although there was still some indecision on the part of some of the thirteen M.A. Fellows and the one former Ph.D. Fellow, seven had plans to return to their former schools or school systems as classroom teachers; the remaining seven either accepted positions with other schools, plan to pursue graduate studies elsewhere, or were still investigating other opportunities.

The candidates for the M.A. degree were scheduled to take the major portion of their course work in economics and economic education. Six of the seven candidates for the Ph.D. degree held advanced degrees in economics; the seventh Ph.D. Fellow held an advanced degree in education. The course work in education for the Ph.D. degree centered around (1) statistics, (2) research and design, and (3) curriculum theory. In the economics component of the program, candidates for the degree were expected to demonstrate proficiency in the broad field of the discipline rather than in a content specialization.

Of particular significance to the degree programs and the ExTFP were the mandatory courses in economic education. In these classes, the Fellows studied the structure of the discipline of economics as a means for facilitating communication and translating the discipline into viable curricula and effective teaching units. These courses were team taught by the director and associate director of the ExTFP and had as a culminating experience the writing of colloquium papers that could be used as programs of study in economics in the school or school system and grade level where each Fellow expected to teach upon completion of the program. The intent of the paper was to provide a means for each Fellow to synthesize a number of experiences and knowledge including (1) previous professional experiences, (2) practicum experiences, (3) economic theory, and (4) curriculum application.

Besides the regular courses in economics, education, and economic education, most of which were offered *en bloc*, the ExTFP included a practicum and a group process experience. The practicum, that was mandatory to all Fellows and offered for course credit during the Fall and Winter Quarters, was directed toward providing a means for combining theory and praxis and for effecting change in the cooperating schools. The group process experiences were mandatory but offered non-credit and scheduled during the interim between the Summer and Fall Quarters, and periodically throughout the year. Although the formal sessions were curtailed early in the year, the co-directors of the group process sessions continued to work with the Fellows on an individual and informal basis.

III. SUMMARY OF CONCLUSIONS

The stated rationale of the ExTFP reflected the priority of educational needs identified by the USOE. Specifically, the priorities identified in the program proposal submitted to the USOE administration in request of support for the ExTFP included the participation of educational personnel who could (1) fulfill leadership roles in teacher education generally and economic education specifically and (2) effect positive changes in elementary and secondary schools and local school systems and communities. Additional priorities identified in the program proposal included the opportunity (1) to expand the liaison between the University and elementary and secondary schools and (2) to establish an image of University-school cooperation for emulation by other departments and divisions within the University.

These priorities were met through the program which was structured to provide the participants (1) a rigorous and systematic program of study, (2) a substantive background in economics, (3) assistance in translating economics and scientific methods of inquiry into viable curricula for elementary and secondary schools, and (4) knowledge of the new and challenging materials in economic education for classroom use.

The effectiveness and efficiency with which the goals for the ExTFP were met was suggested via an analysis of the program's antecedents, transactions, and outcomes. In the analysis of the antecedents, for instance, it was observed that the context in which the ExTFP was conducted was especially well suited to conduct the program and to derive benefit from conducting it. A Department of Economic Education working vis-à-vis the Ohio Council on Economic Education gave evidence of many years of involvement and commitment to teacher education with an emphasis in economic education. It was observed, however, that the commitment was not as readily evident at the college level as it was at the University level.

The curriculum content was especially well-suited for elementary and secondary teachers and especially those individuals who could be expected to provide leadership in teacher education upon completion of the program. The existing masters and doctoral programs offered by the host institution had been designed especially to meet the special needs of educational personnel and included preparation in economics, education, and economic education.

Special features that had been included in the ExTFP were based in large part on previous experiences with similar programs and on the fact that a proposal for an Experienced Teacher Fellowship submitted to the USOE administration the year before had not been approved. Among other features, the ExTFP included a series of courses in economic education, a practicum experience, and group process experiences. A request for support to conduct a special pre-program project to disseminate information about the program in the Appalachian regions in the tri-states of West Virginia, Kentucky, and Ohio was not supported.

The selection process was carefully considered and executed. Stated selection preferences included the potential for leadership in teacher education for the Ph.D. applicants; for the M.A. applicants, selection preference was granted to educational personnel employed in economically depressed areas and to applicants who appeared qualified to complete the program. These stated preferences were carefully observed in the selection process.

To account for the effectiveness and efficiency with which the program was conducted, an analysis of the program's transactions was made. It was observed, for instance, that the summer introductory courses in economics, although carefully planned, were not altogether effective in meeting the special needs of social science teachers who did not have an adequate background in economics or mathematics prior to participation in the program. It was observed further that many of the course instructors did not make adjustments in their methods of instruction or in course content to meet the special needs of theparticipating Fellows. It was found, however, that there were exceptions, that some instructors in fact made a specific effort to meet the needs of the Fellows. The courses in economic education, that were directed toward the translation of the discipline of economics into viable curricula were generally well received but were not judged to be particularly effective by a minority of the Fellows as they perceived these courses near the conclusion of the program.

Conflicting evidence about the effectiveness of the practicum made it difficult to arrive at conclusions. The external evaluator concluded that the practicum was basically an ineffective enterprise. The Fellows generally substantiated this position, but suggested that even when the practicum was not effective, "negative" learning often took place. To the extent that the practicum did not succeed, much of the problem seemed to rest with the lack of cooperation by the personnel in the cooperating schools. It was learned, however, that even those practicum experiences that were judged to be unsuccessful, may have resulted in curricular changes in several of the cooperating schools.

The non-credit group process sessions were allowed to "fade out" early in the year. The Fellows were apprehensive of these sessions before they began. A review of the Fellows' responses to a questionnaire that was completed shortly after the first week, however, revealed that many of the Fellows had found these sessions to be helpful. Although the sessions that had been planned for later in the year were discontinued, the co-directors provided counseling services to several of the Fellows on an individual basis.

The morale and esprit de corps of the Fellows was maintained at a generally high level throughout the year. The Fellows tended to study together in small groups but there was little antagonism among groups or between individuals.

The administration of the program was well coordinated; the division of labor between the director and associate director was effective. The relationships that existed between the Fellows and the associate director and between the associate director and the director were especially effective and probably helped to prevent any major problems throughout the year. One area of weakness in the communication flows and relationships was, however, identified to exist among the teaching faculty and between the teaching faculty and the director of the practicum. Additionally, none of these individuals maintained effective relationships with the co-directors of the group process sessions.

The outcomes of the program could only be estimated because the program was only recently concluded. Although the Fellows showed significant differences in their understanding of economic terms, concepts, and generalizations as measured on several testing instruments, the percentage gains were not great. It was suggested that adverse conditions, such as the early closing of the University in the Spring Quarter, contributed to their failure to perform better on the posttests.

The Fellows were of the opinion that they had learned more content than effective means for communicating content during the year. It was concluded that teachers and instructors need to become more conscious of the subtle and complex learning process that may require as a requisite a clear identification and statement of concepts that are to be taught and learned.

Although an account was made of employment and status changes among the Fellows since the termination of the program it was concluded that a follow-up study should be conducted to determine the effectiveness of the program with the participating Fellows.

Similarly, although some projections were made, the institutional effects that may result from the program--in the host institution, the schools that cooperated in the practicum, and the schools where the Fellows will be employed--were recommended for a later, follow-up study.

IV. RECOMMENDATIONS FOR FUTURE TEACHER PROGRAMS

Program accountability, as represented in this study, has given the author of the study insights that may be helpful to structuring long-term programs for experienced teachers. A number of recommendations may therefore be made that are based upon the experiences of the program and the assessment of its effectiveness.

The dissemination of information about a program should be carefully planned. Preferably, a pre-program project should be included in order to solicit applications from educational personnel for whom the program is intended. Where such a pre-program project is not feasible, other efforts should be made to disseminate information about the program to the types of individuals toward whom the program is directed. A mass mailing of program brochures is perhaps the most efficient means for wide-spread distribution, but such mailings cannot be relied upon too heavily for the dissemination of information. Alternative approaches should also be considered.

Similarly, the selection process should be carefully treated. Every effort should be made to select individuals who appear academically qualified to complete the program and able to adjust to graduate studies on a full-time basis.

The orientation of the teaching faculty and other individuals involved with the program should be given careful consideration in planning a program. Preferably, the teaching faculty and others involved in the program should be brought together for a discussion of the nature of the program, its major objectives, and some of the major characteristics of the participants prior to the arrival of the participants on campus. Special efforts should be made to introduce everyone present to the major thrust of the program and to the responsibilities of each of the several individuals contributing to the total program.

Special efforts should be made also to select instructors for the program who are willing to make a commitment to the program and who are willing to experiment with new teaching techniques that may be useful to the participants at a later date. The course instructors should therefore be prepared to deviate from usual course content and methods in order to meet the special needs of professional teachers.

To coordinate the program effectively, thought should be given to the possibility of scheduling additional sessions for the teaching faculty and others involved in the program, perhaps near the end of each quarter. The need to maintain effective communication flows and relationships among the teaching faculty and other individuals involved in the program should be considered a vital need.

Although time constraints may prevent a lengthy orientation period for the participants, at least the first two days of the program should be scheduled for both formal and informal sessions. During these two days, the participants should have the opportunity to discuss the program informally with the administrative staff of the program, the teaching faculty, and with the other individuals involved in the execution of the program. It would also be appropriate at this time to learn more about the participants via the administration and scoring of standardized tests and an analysis of the responses to a general questionnaire that inquires after personal objectives, expectations, and preparation in the subject-matter area of the program.

Introductory summer courses in the subject-matter area should be planned if possible. Preferably, however, the program director or another member of the program's administrative staff should teach one or more of these courses for the purpose of giving the participants helpful direction and to learn more about them at the outset of the program. If it is not feasible for a member of the administrative staff to teach these courses, instructors appointed to teach any of the introductory courses should demonstrate an interest in the program, a commitment to the idea that it represents, and a willingness to grapple with the special needs of the group.

The ExTFP provided course work in economic education each quarter. These courses gave assistance to the participants for making transfer of content into teaching units and curricula. All course instructors should, of course, be conscious of the need to provide the opportunity for the participants to make this transfer. Transfer is a difficult process, however, and special courses directed to this end should preferably be included in any program in order to emphasize the need and to identify clearly and specifically ideas that may be helpful in making this transfer possible.

Care should be taken to avoid clashes between groups and among individuals. The combination of Ph.D. and M.A. candidates in the ExTFP was a potential source of irritation. However, through careful planning and the excellent cooperation of the participants, serious conflicts were avoided; in fact, this combination of individuals produced favorable results in many instances. However, when different combinations of individuals are invited to participate in a program, as for example, the combination of Ph.D. and M.A. candidates, activities should be arranged that militate against conflict.

Of particular importance to successful programming is the need to assign an individual to the task of monitoring all phases of the program. Accountability is enhanced through such a measure. Further, an individual in this role should be readily accessible to the program participants and to the other individuals involved in the program for the purpose of easing potential problems and conflicts. This role may be filled by the program director himself. With the ExTFP however, it was found that there was a distinct advantage in having an associate director for the program. The associate director in this instance had been involved in all phases of the program and shared the responsibility with the program director for maintaining the successful operation of the program. The advantage of having an associate director for the program was that the program participants were readily at ease with him and readily discussed conflicts, problems, and potential sources of irritation. These discussions and the action that sometimes followed were probably helpful in minimizing irritations.

Practicum experiences are difficult to organize and implement effectively. Any planned practicum experience should therefore be organized with great care. It is of primary importance to orient the program participants to the planned practicum and its rationale. It is especially important that educational personnel in the cooperating schools are committed to the idea of the practicum and they have adequate time to perform appropriate services and the necessary cooperation.

Group process sessions may have merit, but they must be carefully planned and implemented to be successful. The report of the co-directors of the group process sessions that were part of the ExTFP included several specific recommendations relative to group process. The report of the co-directors may be found in Appendix G.

It is recommended that adequate facilities be provided for the program participants. Preferably the participants should have access to a special library or resource center such as the Curriculum Materials

Laboratory provided to the Fellows in the ExTFP. This study area should be sufficiently large to accommodate all of the program participants at one time and should be adequately furnished so as to contribute to morale and encourage positive interaction among the participants.

Finally, it is recommended that particular efforts be made to orient and gain the support of the administrative officers in the several units of the host institution. In the case of the ExTFP, this was a sometimes difficult assignment at the college level. Rapprochement with the administrative staff at most institutions and at most levels may perhaps be achieved with less difficulty; it is recommended that every effort be made to do so.

V. RECOMMENDATIONS FOR FUTURE RESEARCH

Since this report was prepared less than two months after the conclusion of the ExTFP, there were several subjects for investigation that could not be studied. Three major categories of interest for subsequent study may be recommended as appropriate for investigation at a later time.

The first of these categories relates to the Fellows who participated in the program. A study should be made to determine the employment and status of the Fellows with special regards to the influences they may have in their respective institutions of employment.

With the Ph.D. Fellows, for instance, some estimate may be made of the extent to which they were able to influence teacher education programs as well as the direction of this influence. With the M.A. Fellows, some estimate may be made of the extent to which their own classroom teaching was changed as well as the influences they may have on other educational personnel within their schools, school systems, and larger communities.

A second and closely allied subject for future research should center upon an analysis of the extent to which the Fellows were able to cause changes in curricula at whatever level they may be. Special attention should be given to the development of teaching techniques and approaches to restructuring content so that it can be more readily mastered by the learner for whom it is intended.

The third and final major category recommended for future research should be directed toward an analysis of institutional effects. Within the host institution, for instance, a study should be made of the status of the Department of Economic Education, especially within the College, to determine the success of the inter-collegiate, inter-departmental, and inter-disciplinary approach to teacher education. The study should also include an analysis of the extent to which other departments and divisions within the University may have patterned programs and courses after the design established in economic education.

As a corollary to the third recommendation, future research should be directed toward an investigation of the effects of the ExTFP that may be found in the schools that cooperated with the practicum. Additionally, the study should include an investigation of the extent to which cooperative efforts between the host institution and elementary and secondary schools generally were strengthened as a result of the ExTFP.

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APPENDIXES

APPENDIX A

THE ORIGINAL PLANS FOR AN EXTERNAL EVALUATION

Plans for
EXTERNAL EVALUATION

Prepared by
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External evaluation may have at least three meanings operationally:

1. A group with no known connection with the development agency (D.A.)--except ad hoc contract--is employed to evaluate the program being developed. The "external" group (E.G.) may be employed by the D.A. or by some third agency which has funding or use relations with the D.A. or its products.

   The E.G. must know the general purpose of the programs, the general type of student to be served, and general capabilities of instuctional personnel and characteristics of facilities. From there on the E.G. develops the more detailed specifications of objectives (perhaps using statements from general guidelines of professional groups, from studies of needs, et cetera); descriptions of instructional strategies; measures of outcomes (student, institution, social); and prepares a report--unilaterally--of description and judgment. The communication contact with the project is minimal although the observation contact is large.

   The "ownership syndrome" of judgment is minimized, but it may be that the selection of observations is less than maximally appropriate to decisions to be made by the development group. This is obviously so for decisions on revision during development. However, such observations may be highly appropriate to decision outside the developer.

2. The E.G. is employed--in this case by the D.A.--to execute independently certain specified observational, descriptive, and judgmental tasks. The selection of tasks is made by the D.A. on criteria having to do with capabilities (personnel, equipment, relations with subjects in the program) or with an intent to multiply the locally available staff by subcontracting for certain operations--e.g., test building, scoring, and interpretation.

   In this operational mode the E.G. is external mostly in the geographic sense. The D.A. may delegate more or less independence to the E.G. for quality and for interpretation of communications about purpose, style, or background.

The "ownership syndrome" is not minimized although the D.A. may ask for suggestions or criticisms which could correct the bias some. The selection of observations is completely in the hands of the D.A., within the limits of validity. Judgmental aspects used in reporting are under the control of the D.A. although they, like instrument construction, could be delegated to the E.G.

3. The E.G. has no developmental connection with the D.A. but may have institutional relationships. The responsibility for decisions on strategies and actions belongs to the D.A. However, the main reasons for using the E.G. in this mode are to broaden the perspective of evaluation, to check strategies against non-D.A. thinking, to provide observers in those situations in which local-staff observations would be more reactive, and to provide a source of non-D.A. judgments about observations. The E.G. in this situation is part consultant and part operator. In general, the E.G. is involved from near the beginning until the final reports are completed.

   For examples: The E.G. may criticize or help develop tests, questionnaires, or interview schedules; but for such work great care is given to communication of intent, of expected decisions, and of standards. They will interview students, teachers, and users especially in those cases in which staff members of the D.A. might have difficulty in obtaining open responses. Because of experience they may be able to suggest sources of standards and judgments of which the D.A. is unaware.

   In this mode, the "ownership syndrome" is corrected though certainly not minimal; the selection of observations is jointly developed; the D.A. has full responsibility for the use of the evaluation results.

CIRCE's staffing and manner of operation are more congenial to the third operational mode than to the others. The operation described in the first setting is not at all appropriate to CIRCE's current image of its own operations.

Below are two budgets with indications of tasks which might be attempted in each. In each case the activities of the E.G. (whether CIRCE or some other group) are meant to represent the third mode of external-evaluation operations. The first budget is intended to represent a rather minimal effort worth doing. The second should add value to the first more than equal to the added dollars.

Each plan assumes that appropriate personnel are available and that administrative arrangements of a satisfactory sort can be made.

Plan I
(External Evaluation Mode 3)
September 1, 1969 - August 31, 1970

Budget Estimates

Coordinator--25 days @ $100	$ 2,500
Specialist Consultant (Economics)--5 days @ $100 Specialist Consultant (School Experience)--5 days @ $100 Specialist Consultant (Social Psychology and Learning)--5 days @ $100	1,500
Research Assistant--½ time, 12 months	1,500
Clerk-Typist--¼ FTE, 12 months	1,200
Travel	
Consultants--one 3-day each (3 x 150 + 3 x 3 x 20)	630
Coordinator--five 2-day (5 x 150 + 5 x 2 x 20)	950
Research Assistants--three 2-day (3 x 150 + 3 x 2 x 20)	570
Data Handling	800
	$ 9,650
10% of salaries overhead	670
	$10,320

The Coordinator would spend about two days per month over the year, but two-fifths to one-half of that time would be at the development location working with the D.A. in a consulting capacity or helping the Research Assistant and Consultants with interviews and questionnaire administration. The three Consultants probably would make one trip together for observation and interviews. This trip would most probably take place about two-thirds to three-fourths of the way through the academic-year program. Their other two days would be taken in briefing before the visit and debriefing on return. The Research Assistant might spend most of his time helping with preparation of observation and interview schedules during the first fourth or third of the period and during the last two or three months in data handling.

Although the E.G. would write a report on specific parts of the total evaluation and would help the D.A. relate its parts to theirs, the reporting done by the E.G. would be largely in the form of drafting material--and giving suggestions--which would be incorporated by the D.A. into the final report.

It would be expected that the D.A. would conduct the appropriate test development, observations, and antecedent data collection necessary to formative evaluation during the course. The quantity and type of data collected by the E.G. would be of very little value unless they could be related to the more continuous data on student change and course transactions obtained by the D.A. Not only would data from these moves be available to the E.G., but the Coordinator and the Research Assistant would spend a small part of their time making suggestions for and criticizing evaluation materials developed by the D.A. and helping to relate both sets of findings.

Obviously, adjustments would have to be made only in the amounts for the Coordinator and the Research Assistant if it seemed desirable for their evaluation work to begin earlier than September 1969--unless additional travel were contemplated.

CIRCE
University of Illinois

Plan II
(External Evaluation Mode 3)
September 1, 1969 - August 31, 1970

Plan II, as stated before, is merely an extension of Plan I; but because of observations spread from early to late in the program, there would be a possibility of improving the inferences and their certainty by several fold. Also, the earlier data-collection periods could serve in part for trial revisions of instruments.

The main changes would be those of an added observation period by the Consultants, an observation approximately each by the Coordinator and Research Assistant, and more help by the Coordinator and Research Assistant in the development and interpretation of the instruments used by the D.A.

All conditions of involvement--including availability of staff and appropriate administrative approval--would maintain as in Plan I.

Budget Estimates

Coordinator--35 days @ $100	$ 3,500
Specialist Consultant (Economics)--8 days @ $100 Specialist Consultant (School Experience)--8 days @ $100 Specialist Consultant (Social Psychology and Learning)--8 days @ $100	2,400
Research Assistant--½ time, 12 months	3,000
Clerk-Typist--¼ FTE, 12 months	1,200
Travel	
Consultants--two 3-day each (2 x 3 x 150 ÷ 6 x 3 x 120)	1,260
Coordinator--nine 2-day (9 x 150 ÷ 9 x 2 x 20)	1,710
Research Assistants--six 2-day (6 x 150 ÷ 6 x 2 x 20)	1,140
Data Handling	1,000
	$15,210
10% of salaries overhead	1,010
	$16,220

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APPENDIX B

THE EXTERNAL EVALUATION REPORT

Report by Gordon Hoke, Program Developer, Center for Instructional Research and Curriculum Evaluation, College of Education, University of Illinois, Urbana-Champaign.

The following material represents information obtained from interviews with fourteen (14) individuals involved in the Experienced Teacher Fellowship Program in Economic Education and Related Social Sciences, Department of Economic Education, Ohio University, Athens, Ohio. Interviews took place on May 6-7, 1970. (See page 8 for copy of interview protocol.)

Antecedents

1) Program Context--There were indications that participants saw a lack of integration among the various components--i.e., courses in economics, in economic education, and in secondary education. Part of this feeling, particularly in the case of candidates for the M.A. degree, apparently stemmed from a lack of in-depth knowledge concerning economics. Several were especially sensitive to the math requirements for which they saw themselves as ill-prepared. All students, however, saw the courses in economics as a rich source of input, even when allegedly weak instruction was present. Also, M.A. personnel thought they were rushed through the summer introductory course. Their reactions were supported by observations made by Ph.D. candidates who were not enrolled in the same class but did mix informally with their colleagues.

2) Program Administration--Interviewees were consistent in their praise of work done by the director and the associate director. However, some questions were raised about the efforts of public school personnel involved in administration of the practicum segment of the training enterprise.

3) Curriculum Content--There were few negative comments directed at the curriculum per se. "Unrealistic" demands posed by certain courses in economics were cited above. Three of the fourteen indicated their history of public school teaching should have excused them from classes in education with more choices offered in the social sciences. Severe criticism of the practicum was expressed; on the other hand, a somewhat unusual practicum received generous praise.

4) Student Characteristics--Interviews revealed--judging by both verbal and non-verbal cues--a greater variance among participants than may have been anticipated by those in charge of the program. Outside of the three Ph.D. candidates, only one person recounted any extensive study in economics. Few have had work in sociology and anthropology, thus reflecting the long-standing emphasis on history in the preparation of public-school social studies teachers. Since these people are thirty and above, their backgrounds logically fit into the pattern.

Transactions

1) En Bloc Programming--Comments during the interviews indicated that the Fellows were not reacting to the course sequence as true bloc programming. They perceived the Institute as having four distinct elements, each having a definite role, but little integration of the quartet. It is interesting to note that students apparently saw little rigidity in the bloc scheduling; in fact, there were several comments praising its flexibility.

2) Practicum Experiences--If the intent of the practicum was to provide a link between theory and practice, it experienced little success. Perhaps this result was to be expected, since remarks concerning the practicum varied widely, ranging from "excellent" to "a wasted period of time." It seems fair to state, on the basis of these interviews, that personnel operating at the site of the practicum have considerable influence on the quality of its learning potential.

3) Group Processing--There was much uncertainty displayed about this part of the Institute. Participants admitted there was considerable resistance to it from the beginning. Most felt it had simply been allowed to fade out. One or two stated that no one in the total program--i.e., participant or instructor or administrator--seemed vitally interested in continuance of these

sessions, and this perception was confirmed by the director. But the protocol question focused on "group" processing. It was later discovered that the Trainers were spending some time with participants on an individual basis.

4) Courses in Economic Education--There was little specific mention of courses taken in this field. As noted previously, the bulk of M.A. candidates displayed varying degrees of anxiety relative to the requirements in economics. Doctoral students did not single out economic education for remarks.

5) Communication Flows--Within the group of participants it was apparent that the Ph.D. candidates had provided strong leadership along with both intellectual and psychic support. There were evidently numerous opportunities for informal exchanges, although a small minority may have had a disadvantage here.

Participants were appreciative of the availability of the associate director's time and attention. "Very accessible," was a common response.

Perhaps the major problem in this area stemmed from the practicum. Communication between the campus and the school, between Fellows and personnel active in the public schools, and among the Fellows working in a particular locale combine to place great demands for effective communication on all concerned.

Outcomes

1) Cognitive Changes--There was unanimous agreement among the 14 individuals that they had undergone rewarding learning experiences. Even those who expressed reservations about instructional procedures in various classes testified to this point. Judging by their comments, the Fellows felt they had made the greatest gains in the area of knowledge about economics.

Not one, though, referred to work in the field of "Related Social Sciences." Given the traditional classroom approach to the teaching of economics: "Economics is taught as if they're training economists," stated one of the Ph.D. candidates--and the absence of studies in other social sciences, it may be wise to analyze carefully the means used to achieve certain goals. I am referring specifically to point number 2 in the instructional program as cited in the brochure.

2) Attitude Changes--All interviewees made certain statements concerning the positive effects emanating from involvement in the program. Several of the older men said it has given them a second chance. "It was a big psychological boost. I needed that (M.A.) degree. Had not foreseen how I could ever get it." Most indicated that participation in the program gave them a new lift, a different perspective concerning their teaching. Some of the younger men

obviously intended to use the year as a base for completing doctoral study.

The two women seemed rather vague about attitude changes. And there may be one type of transaction affecting the men which is less meaningful or open to women. Namely, the casual, informal interaction occurring between men who are freed from normal duties and job responsibilities.

At least two individuals were singled out as influencing attitudinal changes. Did the women have less contact with them? I suspect so, even though one of the former lavishly praised efforts made by male Ph.D. Fellows. In addition, two men, who were commuting, apparently had less contact with their colleagues.

The Group Process approach, which evidently lost its "Group" focus in the fall, probably would have induced other changes. Also, it was later revealed in conversations with the Trainers from counseling and guidance that individual consultations were being held throughout the year. If attitude changes are to be measured in a fairly precise manner, the avenues for effecting them need careful monitoring.

Both of the Fellows who praised their practicum so highly noted how much it had "changed" them. Pointing out that his year at Ohio University had "increased his respect for the economic systemunder which we live," a member of this team noted that "it was a great experience." Future efforts at evaluating practicums should be encouraged to clearly distinguish between the dynamics of the teaming arrangement and the practicum itself.

3) Institutional Effect--Virtually all of the M.A. candidates held reasonably clear ideas as to their intent to attempt changes upon their return. The two women seemed less certain; one man, alreadypossessing strong inclinations for inducing change, said he was even more convinced of the need.

Not all Fellows are returning to their home base. Ph.D. candidates appeared to be less-change oriented than other males. It was difficult to distinguish between changing personal goals of doctoral students, which might or might not relate directly to institutional vhange, and the broader focus of institutional revision. Does the pursuit of an advanced degree, particularly among older men with experience, reduce significantly personal willingness to engage in risk-taking endeavors?

Interview Protocol

1. What did you see as the major purpose (objective) of the Fellowship Program?

2. Was this purpose congruent with your expectations? Your needs?

3. Was there amply opportunity for you to give feedback to those conducting the program? Did it change things?

4. In your opinion, did the practicum experience literally provide a bond between theory and practice?

5. Do you have any specific reactions to the team approach as used here?

6. In your opinion, were the testing (evaluation) procedures closely related to the purpose cited above?

7. What did you see as the strongest part of the program? Whay?

8. What did you see as the strongest part of the program? Why?

9. What previous experiences--professional studies or on-the-job--were most valuable to you in view of programmatic demands?

10. Was there any particular type of preparation--i.e., studies, work experience, travel, etc.--lacking in your background that proved to be a handicap during the past year?

11. What effects do you think the program has had on you as an individual?

12. What effect do you believe the program will have on your professional career?

(The above items were in the original protocol. Once interviews were underway it became obvious that questions were needed regarding the group process approach and the manner in which participants became familiar with the announcement concerning the EXtep Program at Ohio University.)

APPENDIX C

THE SCHEDULE FOR THE PH.D. IN SECONDARY EDUCATION WITH A CONCENTRATION IN ECONOMIC EDUCATION

DEPARTMENT OF SECONDARY EDUCATION
COLLEGE OF EDUCATION
OHIO UNIVERSITY
ATHENS, OHIO

GUIDE FOR PLANNING A PH.D. IN SECONDARY EDUCATION WITH CONCENTRATION IN ECONOMIC EDUCATION

A. General Requirements - (16 qhs minimum)

		Quarter Hours
Ed HE 590	Higher Education	4
Ed HE 592	Teacher Education	4
Ed RS 791	Advanced Seminar in Education I	4
Ed RS 792	Advanced Seminar in Education II	4
Ed RS 793	Advanced Seminar in Education III	4

B. Secondary Education and Allied Fields - (55 qhs. minimum)

1. Curriculum and Instruction - (24 qhs. minimum)

Ed Av 580	Audio-Visual Methods and Materials	4
Ed Av 581	Preparation of Audio-Visual Materials	4
Ed Se 690	Research in Secondary Education	VAR
Ed Se 711	The High School Curriculum	4
Ed Se 712	The Junior High-Middle School Curriculum	4
Ed Se 714	Curriculum Theory in Secondary Education	5
Ed Se 721	Research and Problems in Secondary Education	Elect one 5
Ed Se 722	Research and Problems in Secondary Education Special Fields Curriculum	
Ed Se 723	Research and Problems in Secondary Education Vocational Curriculum	
Ed Se 724	Research and Problems in Secondary Education Activities Curriculum	
Ed Se 752	Practicum in Secondary Education - Social Studies	4
Ed Se 771	Principles of Curriculum Organization and Development	4
Ed Se 773	Advanced Principles of Teaching	4
Ed Se 883	Seminar in Secondary School Curriculum and Instruction	5
Ed Se 890	Advanced Research in Secondary Education	VAR

2. Research, Statistics, and Evaluation - (12 qhs. minimum)

Ed RS 711	Techniques of Test Development	3
Ed RS 712	Educational Measurements	4
Ed RS 720	Education Statistics I	5
Ed RS 721	Educational Statistics II	5
Ed RS 722	Advanced Educational Statistics I	4
Ed RS 723	Advanced Educational Statistics II	4
Ed RS 731	Computer Science Applications in Education I	5
Ed RS 732	Computer Science Applications in Education II	3
Ed RS 733	Research Design in Education	4
Ed Se 774	Evaluation of Secondary Schools	4

3. Possible Electives

a. Supervision and Administration

Ed Ad 701	General School Administration	4
Ed Ad 711	Fundamentals of Law in Education	4
Ed Se 713	Secondary School Supervision	4
Ed Ad 721	Principles of Education Finance	4
Ed Ad 776	Supervision of Instruction	4

b. Guidance

Ed GS 530	Foundations of Guidance	4
Ed GS 533	Guidance in the Junior High School	4
Ed GS 534	Dynamics of the Adolescent	4

c. Educational Foundations

Ed EF 710	Advanced Social Foundations in Education	5
Ed EF 711	Seminar: The Analysis of Educational Roles	4
Ed EF 714	Philosophies of Education	4
Ed EF 715	Social Structure and Change in Education	3

d. Psychology (Learning, Learning Theories, Psychology of Personality, Theories of Personality).

C. Economics and Economic Education - 65 qhs. minimum). Each candidate must demonstrate competency through either undergraduate or graduate courses in the following areas: National Income Analysis, Micro-Economic Theory, Economic History, Comparative Economic Systems, Money and Banking, International

Economics, Public Finance, Economics of Human Resources, and Labor Economics. This broad coverage (rather than a content specialization) is necessary to qualify the candidate as an economic education specialist. A candidate with little or no economics or economic education as an undergraduate should expect to be required to complete more than 65 quarter hours. The required courses will vary depending upon background, but, in general, a candidate must expect to complete the following courses or their equivalents:

Econ 503	Advanced Micro-Economic Theory	4
Econ 504	Advanced Micro-Economic Theory	4
Econ 505	Economic History of the United States	4
Econ 515	History of Economic Thought	4
Econ 525	Comparative Economic Systems	4
Econ 535	Introduction to Econometrics	4
Econ 563	Economics of Government	4
Econ 570	Labor Economics	4
Econ 575	Economics of Poverty (or Econ 576)	4
Econ 576	Economics of Human Resources (or Econ 575)	4
Econ 580	International Economics	4
Finance 551	Monetary Policy	4
Finance 655	Seminar in Monetary Theory	4

Economic Education

Ec Ed 449-649	Economic Ed. Programs	3-5
Ec Ed 650-750	Economic Ed. Research	3-5
Ec Ed 651-751	Economic Ed. Seminar	3-5
Ec Ed 690	Studies in Economic Ed.	(Ar)

D. Additional Information and Requirements

1. Each student is required to complete two scholarly disciplines, one of which is to be a modern foreign language.

2. The practicum program in secondary education and economic education (EdSe 690 and 752 and EcEd 690) are available for credit and will frequently help a student meet minimum course requirements to establish residency.

3. The dissertation is assigned academic credit (15 qr. hrs. maximum) for state funding purposes. The student is advised to consider the dissertation without reference to credit and to be aware that in most cases the research undertaken as part of the dissertation may require a substantial time period.

APPENDIX D

THE SCHEDULE FOR THE M.A. IN ECONOMIC EDUCATION

DEPARTMENT OF ECONOMIC EDUCATION
COLLEGE OF BUSINESS ADMINISTRATION
OHIO UNIVERSITY
ATHENS, OHIO

GUIDE FOR PLANNING AN M.A. IN ECONOMIC EDUCATION

The program will be organized specifically for teachers who have a baccalaureate degree, a standard teaching certificate and who can meet the normal admission standards for the Graduate College of Ohio University. A 48-quarter hour program in economics and economic education will be coupled with curricular application demonstration projects.

a) Courses in Economic Education

A minimum of 12 quarter hours in economic education courses will be required of all candidates including the Master's Seminar or Thesis. The required courses are to be chosen by the student in consultation with his adviser and will be selected from the following courses:

EcEd 446	Economics in the Curriculum
EcEd 547	Economic Analysis and its Application to the Curriculum
EcEd 548	Economic Policy and its Application to the Curriculum
EcEd 649	Economic Education Programs
EcEd 651	Master's Seminar
EcEd 691	Economic Education Seminar
EcEd 693	Readings in Economic Education
EcEd 695	Economic Education Research
EcEd 697	Independent Research in Economic Education
EcEd 698	Internship
EcEd 699	Thesis

Students with little or no background in economic education as undergraduages or as a part of their professional experience may be required to complete more than 12 hours.

b) Academic Specialization

A minimum of 27 quarter hours in economics will be required of all candidates. The areas of concentration, courses to be taken, and hours required will depend upon what the student has had at the undergraduate level. The required courses in economics are to be chosen by the student in consultation with his adviser and will, in general, be selected from the following courses:

Econ 503	Advanced Micro-Economic Theory
Econ 504	Advanced Macro-Economic Theory
Econ 505	History of Economic Thought
Econ 515	Economic History of the United States
Econ 525	Comparative Economic Systems
Econ 528	Regional Economics
Econ 530	Introduction to Mathematical Economics
Econ 563	Economics of Government (or Econ 440)
Econ 570	Labor Economics
Econ 575	Economics of Poverty
Econ 576	Economics of Human Resources
Econ 580	International Economics
Econ 692	Seminar in Economics

Each candidate must demonstrate competency through either undergraduate or graduate courses in the following areas: National Income Analysis, Micro-Economic Theory, History of Economic Thought, Comparative Economic Systems, Statistics, Money and Banking, International Economics, Public Finance, and Labor Economics. This broad converage (rather than a content specialization) is necessary to qualify the candidates as competent teachers of economics as a separate course in the secondary schools or as economic education curriculum consultants. Candidates with little or no economics as undergraduates may be required to complete more than 27 quarter hours.

c) Related courses in professional education are to be chosen by the student in consultation with his adviser and will, in general, be selected from the following list of courses:

Ed. GS 530	Foundations of Guidance
Ed. RS 611	High School Curriculum
Ed. RS 612	Educational Measurements
Ed. RS 521	Educational Statistics
Ed. RS 673	Advanced Principles of Teaching

APPENDIX E

THE RESPONSES OF THE FELLOWS TO THE PRACTICUM QUESTIONNAIRE

PRACTICUM EVALUATION

NAME KEY
DATE March 9, 1970

Key: SA (Strongly Agree); A (Agree); ? (Undecided); D (Disagree); SD (Strongly Disagree); NR (No Response).

		SA	A	?	D	SD	NR
1.	The objectives of the practicum were clear to me.	6	12	2	1	0	0
2.	The objectives of the practicum seemed clear to the cooperating school personnel.	3	12	4	0	2	0
3.	The objectives of the practicum were realistic.	8	6	5	2	0	0
4.	The practicum was a beneficial experience.	7	8	5	1	0	0
5.	Sessions, both formal and informal, with thepracticum director were helpful.	9	9	2	1	0	0
6.	Sessions with the cooperating school personnel were helpful.	7	7	2	2	1	2
7.	Members of our team worked well together.	10	9	1	1	0	0
8.	I had no opportunity to express my ideas during the practicum.	1	0	1	7	12	0
9.	Our team often followed my ideas and suggestions.	4	12	4	1	0	0
10.	The USOE should encourage practicum experiences for programs similar to this program.	5	8	5	2	0	0
11.	There should have been more opportunity provided for actual teaching.	2	5	5	8	1	0

		SA	A	?	D	SD	NR
12.	Teams were formed in an efficient and satisfactory manner.	5	14	1	1	0	0
13.	Teams were assigned to schools in an efficient and satisfactory manner.	4	12	2	2	0	0
14.	The practicum was sufficiently flexible to allow and encourage creativity.	7	12	1	1	0	0
15.	Personnel in the cooperating schools were apprehensive of the team visits at first.	1	10	2	7	1	0
16.	Personnel in the cooperating schools appreciated the team's efforts by the end of the experience.	7	10	3	0	1	0
17.	Personnel in the cooperating school were generally cooperative.	6	12	0	2	1	0
18.	The practicum was too highly structured.	0	0	2	16	3	0
19	The practicum provided an effective means for translating theory into practice.	5	7	4	4	1	0
20.	There was sufficient time scheduled in the ExTFP for the practicum.	5	11	3	2	0	0
21.	Insufficient guidance throughout the practicum made it difficult to identify the task to be performed.	0	2	2	15	2	0
22.	Interaction with other team members was beneficial to me.	5	11	3	1	1	0
23.	Team leaders provided good leadership.	10	5	2	1	1	0
24.	The opportunity to work with the cooperating school was an enriching and broadening experience for me.	4	13	1	2	0	0

		SA	A	?	D	SD	NR
25.	Cooperating school personnel contributed to the team's curriculum plans for that school.	3	8	4	5	0	0
26.	Our team effort had or will have a definite impact on the social studies program of the cooperating school.	7	5	6	1	1	0
27.	Cooperating school personnel resisted recommendations made by the practicum team.	0	1	3	15	2	0
28.	Writing a contract for the practicum director and cooperating school personnel helped me to understand my own objectives.	3	9	3	1	0	0
29.	The practicum experience helped me to learn economics content.	4	12	0	5	0	0
30.	The practicum experience gave me *ideas how to teach economics* effectively.	4	13	1	3	0	0
31.	Given opportunity costs, course work should have been substituted for the practicum.	4	4	4	8	1	0
32.	Cooperating school personnel contributed to the overall success of the practicum.	1	11	3	5	1	0
33.	Economics course content at OU could readily be adopted for use in the practicum.	3	10	3	4	0	0
34.	I understand the place and purpose of the practicum as a component of the total ExTFP.	4	14	3	0	0	0
35.	I understood my place and role on the team to which I was assigned.	6	14	1	0	0	0

		SA	A	?	D	SD	NR
36.	I understood my place and role of the other members of the team to which I was assigned.	6	14	1	0	0	0
37.	I understood the role of the cooperating school personnel in the practicum experience.	2	14	3	1	0	0
38.	The cooperating school personnel understood their role in the practicum experience.	1	11	6	2	0	0
39.	The practicum director provided administrative support thoughout the practicum.	9	12	0	0	0	0
40.	The number of actual hours (not course credit) spent for the practicum was unreasonable.	0	0	2	17	2	0
41.	The practicum proved to be an excellent educational opportunity for me.	5	11	2	3	0	0
42.	The practicum experience should have been scheduled later in the program.	2	5	3	9	2	0
43.	The practicum experience could not have been accomplished in less than two quarters.	1	11	4	3	2	0
44.	The practicum was successful in combining previous teaching with present course work to focus on a relevant experience.	8	6	6	1	0	0
45.	My approach to curriculum design and change will be influenced by my experiences in the practicum.	9	6	3	3	0	0
46.	Overall, team morale was high during the practicum.	7	4	5	4	1	0

		SA	A	?	D	SD	NR
47.	My attitude toward thepracticum was generally positive.	6	11	1	2	1	0
48.	Students who audit a practicum course contribute as much as those who take it for credit.	3	5	9	4	2	0
49.	A major goal of the practicum was to analyze the social studies curriculum in the cooperating school.	2	7	4	6	0	0
50.	The materials developed by the practicum team are an improvement over existing materials in the cooperating school.	7	9	4	1	0	0
51.	The practicum helped to make cooperating school personnel more aware of the place of economics in the curriculum.	7	11	3	0	0	0
52.	The resource personnel who addressed the economic education classes during the Fall Quarter provided ideas that were used for the practicum experience.	1	11	3	6	0	0
53.	The amount of academic credit (4 hours per quarter for 2 quarters) was adequate for the work required.	3	13	2	3	0	0
54.	Students should not receive letter grades for practicum work.	2	1	9	6	4	0
55.	Ohio University offered adequate facilities for group meetings and planning sessions.	2	16	2	1	0	0
56.	The cooperating school offered adequate facilities for group meetings and planning sessions.	3	12	3	3	0	0

	SA	A	?	D	SD	NR
57. The availability of materials in the Curriculum Materials Laboratory contributed directly to the success of the practicum.	9	11	0	1	0	0
58. The Dept. of Econ. Education provided helpful and sufficient assistance and material for our team.	9	10	2	0	0	0
59. The cooperating school supported the team effort by providing supplies and materials.	1	7	5	5	2	0

The practicum experience involved an opportunity cost to all individuals associated with it. The cost to each Fellow was the sacrifice of two regular courses (eight credit hours). Given this cost, how do you rate the two practicum courses offered during the Fall and Winter Quarters as an educational experience as compared to:

(1) the two courses you judge to have been most valuable to you
4 Very Favorable; 5 Favorable; 3 About the Same;
8 Unfavorable; 1 Very Unfavorable.

and

(2) the two courses you judge to have been the least valuable to you:
8 Very Favorable; 10 Favorable; 2 About the Same;
1 Unfavorable; 0 Very Unfavorable.

APPENDIX F

THE RESPONSES OF THE PERSONNEL IN THE CO-OPERATING SCHOOLS TO THE PRACTICUM QUESTIONNAIRE

COOPERATING SCHOOL PERSONNEL

Name KEY
Date April 27, 1970

Key: SA (Strongly Agree); A (Agree); ? (Undecided); D (Disagree; SD (Strongly Disagree); NR (No Response).

		SA	A	?	D	SD	NR
1.	The objectives of the practicum seemed clear to the practicum team members.	6	16	4	2	0	0
2.	Sessions withpracticum team members were helpful to me.	6	18	2	2	0	0
3.	Members of the practicum team worked well together.	11	9	4	3	0	0
4.	Practicum team members should have availed themselves of the opportunity for demonstration teaching.	9	9	7	3	0	0
5.	The practicum program seemed sufficiently flexible to encourage creativity.	5	13	4	5	1	0
6.	I was apprehensive of the team visits at first.	3	4	4	7	7	0
7.	I appreciated the practicum team's efforts by the end of the experience.	13	9	3	2	1	0
8.	Insufficient guidance throughout the practicum made it difficult to identify the task to be performed.	2	3	4	15	4	0
9.	Team leaders provided good leadership.	8	9	10	1	0	0
10.	The opportunity to work with the practicum team was a good educational experience for me.	11	13	3	1	0	0

		SA	A	?	D	SD	NR
11.	I contributed to the practicum team's curriculum plans for my school.	1	11	13	2	0	0
12.	The efforts of the practicum team had, or will have, a definite impact on the social studies program of our school.	9	9	6	2	1	0
13.	The practicum experience gave me ideas about how to teach economics effectively.	6	15	4	3	0	0
14.	I contributed to the overall success of the practicum.	3	9	13	3	0	0
15.	The practicum team members understood my role in the practicum.	2	14	9	2	1	0
16.	The number of hours that I spent for the practicum was unreasonable.	0	2	3	12	11	0
17.	My approach to curriculum design and change will be influenced by my experiences with the practicum team.	2	21	2	3	0	0
18.	Overall, the morale of the practicum team was high.	12	14	2	0	0	0
19.	The practicum helped to make me more aware of the place of economics in the curriculum.	11	14	3	0	0	0
20.	The time I spent on the practicum could have been used more effectively in other activities.	0	1	7	14	6	0

		SA	A	?	D	SD	NR
21.	If a similar practicum experience were provided next year, I would be willing to cooperate again.	8	11	4	1	4	0

How would you characterize your degree of involvement in the practicum? (Check one)

11 1. Very involved

10 2. Moderately involved

4 3. Slightly involved

3 4. No reply

APPENDIX G

A FELLOW'S ASSESSMENT OF A PRACTICUM EXPERIENCE

APPENDIX G

A FELLOW'S ASSESSMENT OF A PRACTICUM EXPERIENCE

THE LANCASTER PRACTICUM PROJECT:
AN ATTEMPT AT EVALUATION

by

Lewis Karstensson

April 1970

It is my intent in this brief paper to take a critical look at the economic education Practicum Project that was conducted in the Lancaster City Schools during the 1969-70 school year. Underlying this review is the hope that is will contribute in some small way toward the end of establishing effective diplomatic relations between the Economic Education Department of Ohio University and the Lancaster City Schools so that the task of curriculum innovation can proceed with some desired results.

The study is comprised of three central parts. First, we need to consider the plan that was constructed for the project which contains the objectives, procedures, and the desired outcomes for the task at hand. Second, we can gain some notion regarding the accomplishments and shortcomings of the project by comparing the overt results with what was intended. And third, recommendations can be made on the basis of the recognized failres of this project as well as a consciousness of what yet needs to be done.

I

The plan for this practicum project consisted of a set of specified (1) objectives defining the task of the Practicum Team, (2) procedures amplifying the roles of both the Practicum Team members as well as the Lancaster personnel involved in the project, and (3) outcomes which could reasonably result from the Project. Each of these dimensions of the plan is subject of brief concern.

Objectives

The task, assumed by the Practicum Team, consisted of assisting selected personnel of the Lancaster Schools[1] in their effort to place the subject-matter of economics into their curriculum by making recommendations regarding the selection and implementation of economic concepts pertinent to grades one through six. This task, in a more precise sense, involved recommending specific concepts in economics and alternative ways that they could be handled in the classroom.

Procedure

The procedure employed by the Practicum Team can be best understood by looking at its parts. First, the Team used a variety of resources to perform its task; noteworthy curriculum materials[2] and Ohio University personnel were tapped to identify significant economic concepts and to glean how they might be taught. Second, once the concepts and pedogogy were identified, this information was transferred in regularly scheduled meetings to the Lancaster teachers for their consideration, scrutiny, acceptance, or rejection. And third, those concepts and activities which appeared useful to the teachers were to be developed by them for their classroom use.

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[1] See Appendix A.

[2] See Appendix B.

Desired Outcomes

The Practicum Team hoped that the project would produce the following results in the Lancaster City Schools: (1) expand that group of teachers in grades one through six who are willing and able to teach economic concepts to their students; (2) create a group of teachers who are able and willing to pursue further the task of developing and implementing curricula in the field of economics; and (3) construct a useful economic education supplement to the Course of Study and Elementary Curriculum Guide.

II

What were the accomplishments and shortcomings of the Lancaster Project? Evidence indicates that little was achieved with regard to the desired outcomes indicated above. Only three of the ten Lancaster teachers attended the meetings regularly. And just two of the ten exhibited evidence that they were using the concepts and activities presented by the Practicum Team.[3] Consequently, only marginal success--if that--was achieved in expanding the group of teachers in Lancaster who are willing and able to work economics into their courses of study; and no success can be noted in the creation of a group who would further pursue curriculum development in economics much less construct an economic education guide.

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[3] See Appendix A.

The cause of the failure of this Project in the absence of precise evaluative instruments is not known. However, it is possible to hypothesize about the cause, and I, therefore, offer the following general explanation:

$$CD_1=f\ (U,\ PT,\ LT,\ LA)$$

where,

CD_1 = the output of curriculum development in the Lancaster Schools in grades one through six;
U = the input of the Department of Economic Education at Ohio University
PT = the input of the Practicum Team;
LT = the input of the ten Lancaster teachers; and
LA = the input of the administration of the Lancaster Schools.

This relationship means simply that the productivity of the Practicum Project in Lancaster is a direct function of the inputs of four variables: the University, the Practicum Team, the teachers who participated in the Project, and the school district administration. If this general explanation is accepted then one can look at each of the independent variables to determine possible flaws that might explain the failure. It will be helpful, also, to imagine that each variable is quantifiable.

It seems reasonable to argue that up to a point of diminishing returns,

$$U=f(p_1, t_1, m_1)$$

where,

p_1 = productivity of the personnel of the Economic Education Department;
t_1 = time devoted by this personnel to the Project; and
m_1 = money spent on the Project.

That is to say, if p and/or t and/or m increased in magnitude then U would increase by some amount, and consequently CD_1 would rise, other things being held constant. This analysis of the U variable suggests that the failure of the Lancaster Project may have been influenced by insufficient human capital, time, or money spent by the Economic Education Department on the Project.

One can argue in a similar fashion that,

$$PT=f(p2, t_2)$$

where,

p_2 = productivity of the Practicum Team; and
t_2 = time devoted to the Project.

Here, if p and/or t were increased then PT would rise as would CD_1. The hypothesis to be drawn from consideration of this variable is that the Project failed because of the low productivity of the Practicum Team or that too little time was spent by the Team on the effort.

In like fashion, it is reasonable to say that,

$$LT=f(p_3, t_3)$$

where,

p_3 = productivity of the ten Lancaster teachers; and
t_3 = the time which they spent on the Project.

Since LT and CD_1 would rise with increases in p and/or t, it is possible that the Practicum effort failed because the input of the Lancaster teachers was too sparce.

Finally, if one accepts the notion that,

$$LA=f(p_4, t_4, m_4)$$

where,

p_4 = productivity of the Lancaster District Administration;
t_4 = time devoted by the administration on the Project; and
m_4 = quantity of district funds spent on the effort,

then the possibility that the curriculum Project failed because too few resources were put into it by the School Administration becomes apparent.

This analysis suggests four hypotheses which collectively explain the low level of accomplishment in the Lancaster Schools, and some casual emperical evidence tends to support three of the theses. Consider, first the PT variable. Throughout the Project, I gathered the impression that the members of the Practicum Team, myself included, arranged their priorities toward work in such a way that their academic courses were more important than the Practicum. Hence there seems to have been in motion a process of robbing Peter to pay Paul and the Practicum was

Peter. This should not be taken to mean that little effort was put into the Project by the Team; something substantial was prepared for each meeting, but it was not as refined as it might have been. Nevertheless, the PT variable was reduced to the extent that Peter was robbed.

The second hypothesis which is supported by some evidence is the one centering around the LT variable. The performance record of the teachers noted earlier in this paper reflects very little input by this group, so the magnitude of LT is certainly not large. This performance might have been expected of the teachers, however, since they undertook (or perhaps they were assigned to) the Project without significant relief from their other presumably full-time duties.

Finally, evidence is consistent with the notion that the LA variable was low in magnitude. After the initial meeting or two there was no apparent administrative participation in the Project; the time factor contributing to LA was nearly zero. In addition, no significant monetary support was given to the Project by the School District; the money factor influencing LA was kept above zero only by an occasional long-distance telephone call or the cost of a substitute teacher. What this evidence amounts to is the fact that there existed no real committment on the part of the administration to the Practicum Project.

III

In light of the foregoing analysis it is clear that the desired outcomes of the Project were too ambitious for the effort that the various parties involved were willing to expend. Yet given the notion that economic understanding is valuable, these outcomes seem to me to be the very minimum that ought to be achieved. If, then, these goals are to be sought after through the medium of a practicum sometime in the future, two recommendations logically eminate from the preceeding analysis of the past experience. First and foremost, a real committment must be obtained from the administration of the School District. Such a committment consists of time to provide leadership in directing and coordinating such a project as well as money to free teachers so that they can work on the effort without having to perform a full-time job, too. And secondly, I recommend that any future practicum be conducted during a time period when the team members are not involved in academic courses. This would eliminate the robbing Peter to pay Paul effect. And it could perhaps be achieved by setting aside one quarter devoted exclusively to such a project. It seems reasonable to expect that CD_1 would increase with the implementation of these recommendations.

APPENDIX A*

Members of the Lancaster Practicum Team were:

Mr. Richard Berge, Team Leader

Mr. Charles Russell

Mr. Lewis Karstensson

The Committee of Lancaster Teachers included the following members:

Mrs. Boyer *

Mrs. Campbell

Mrs. Conrad

Mr. Greve

Mrs. Kennedy

Mrs. Kessler * #

Mrs. Rice

Miss Van Horn * #

Mr. Weber

Mr. Woodgeard

* = attended meetings regularly

# = presented evidence of their having used concepts and activities in their classes

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*N.B.: This is an appendix to the Karstensson Report--editor.

APPENDIX B*

The following is a list of curriculum materials used by the Team from which concepts and activities were drawn.

Davison, Donald G. and Kilgore, John H. The Child's World of Choices. Iowa City: The University of Iowa, 1968. (An economic education guide for grades K-3.)

Economic Education Project Staff. Economic Education: A Supplement to the Social Studies Guide. Minneapolis: Minneapolis Public Schools, 1967. 3 volumes. (A guide for grades K-6.)

Little Rock Public Schools, Arkansas State Council on Economic Education, and Arkansas State Department of Education. Economic Education for Arkansas Elementary Schools, Teaching Guide, 1969. (Not organized by grade levels.)

Office of the State Superintendent of Public Instruction. Economic Education for Washington Schools. Olympia: Superintendent of Public Instruction, 1966. (A guide for grades K-6.)

Senesh, Lawrence. Our Working World. Chicago: Science Research Associates, 1967. (A Social studies program for grades 1-3.)

The Kazanjian Foundation Awards Program Reports. 6 volumes. (Specific projects used in the teaching of economics at elementary, secondary, and college levels.)

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*N.B.: This is an appendix to the Karstensson Report--editor.

APPENDIX H

A REPORT OF THE GROUP PROCESS EXPERIENCES

RECEIVED JUL 10 1970

OHIO UNIVERSITY

INTER-OFFICE COMMUNICATION

DATE: July 9, 1970

TO: Jerry Draayer

FROM: Ed Trembley and Jim Grubb

SUBJECT: Group Process for the ExTFP

During September, 1969, the twenty two (22) fellows in the ExTF program were divided into two groups of seven each and one group of eight. Each of the three groups were seen on a daily basis for six days. The daily meetings ran for approximately three hours per group. This came to a total of approximately eighteen (18) hours of group process experience per group during the interim week between Summer Session 1969 and Fall quarter 1969. One group of seven was seen by Dr. Trembley, one group of seven was seen by Dr. Grubb, and the group of eight was seen by both Dr. Trembley and Dr. Grubb. In addition to the group meetings, an individual conference for each of the twenty two fellows was held by the two consultants.

The original plans had called for a group session each month from October, 1969, to May, 1970; however, the content of the group sessions during the initial week and the variation of class schedules for the fellows made it inappropriate and impractical to hold the monthly group sessions. Initial efforts were made to try to follow this plan and two monthly sessions were held which resulted in low attendance and resistance to the group process experience. This resistance was in part clearly due to the fellows' heavy involvement in their academic work. When these conditions became apparent the group process consultants altered the procedure to an individual counseling approach based on the fellows' demand and availability.

The following description of activities is presented on a time involvement basis and on general problems and concerns rather than on individual personalities. Approximately 100 hours were provided in individual counseling time to the ExTF program by the consultants. Twelve of the fellows did not seek individual counseling from either of the consultants; however, individual counseling was provided by the consultants for the other ten fellows. Five of these ten who sought counseling were seen from one to five hours per person, four were seen from six to ten hours per person, and one was seen for almost 40 hours of individual counseling.

In order to respect the commitment to confidentiality given by the consultants to the fellows who came for individual counseling, no mention should be made of any of the personal concerns which were presented at those counseling sessions. In many cases these were personal concerns that were often only indirectly related to the program. During the group and individual sessions, however, considerable time was spent assisting fellows with their concerns in areas which were directly related to the ExTF program: (1) perceived inconsistencies in the direction of the ExTF program such as the concern that the program emphasis was in the direction of economics instead of economic education as applied to school settings (these inconsistencies were clearly identified with certain instructors in the economics department), (2) anxiety surrounding individual progress in the program, (3) interpersonal cooperation and support among the fellows, including such areas as black-white relationships, doctoral-master's relationships, cooperative study arrangements, and general social activities, and (4) the competitiveness that resulted from the variability of educational and experiential backgrounds among the fellows.

The consultants would suggest the following recommendations for the use of group process experiences in future institutes:

1. We are convinced that the group process experience was valuable for the fellows and therefore recommend its inclusion in future institutes. This rationale is based on the positive reaction received from fellows regarding group sessions that were held.

2. The group process experience should start very near the beginning of the institute when the fellows need assistance in learning how to work with each other and how to view their academic work in a realistic and healthy way. The rationale for this recommendation is based on direct suggestions made by the fellows.

3. We recommend that the group process experience be scheduled as a part of the regular institute schedule throughout the institute year. The rationale for this recommendation is that by regularly scheduled group meetings the fellows would come to view the group process as a regular part of the institute program. Regular scheduling of time for group meetings would avoid one of the most serious problems faced by these consultants.

4. It is recommended that monthly meetings between the group process consultants and the ExTFP staff leadership be held. The rationale for this recommendation is that the consultants and institute staff would be able to routinely share the experiences and reactions important to all people concerned with the institute.

5. It is recommended that serious consideration be given to the employment of a part-time professional counselor to service the individual counseling needs of the fellows. This counselor should not be, in our judgement, associated with the institute staff in any way other than as a person rendering counseling services to the fellows. The rationale for this recommendation rests mainly on the demands for individual counseling that these consultants faced.

APPENDIX I

REPRESENTATIVE RESPONSES TO A GROUP PROCESS QUESTIONNAIRE

REPRESENTATIVE RESPONSES TO THE GROUP PROCESS QUESTIONNAIRE
(October 1, 1969)

Item 1: The sessions that I attended helped me to understand how I relate to other members in the program. Agree - 18; Disagree - 3

More similarities than differences were apparent.

My group did not open-up enough for me to assess my relation with the entire group.

The variation of other members in the program both as to back-ground and culture made these sessions profitable toward understandings.

I think I already knew how I related to others.

I see each member of the group as all striving toward a definite goal. We all experience certain anxieties about the program.

Item 2: The sessions that I attended helped me to assess myself as I related to others. Agree - 15; Disagree - 5

Gave me a better understanding of why I think the way I do and why someone else may think differently due to their environmental experiences.

Not particularly concerned.

Definitely, I always look for opportunities that will assist me in relating to others. These sessions provided that.

Item 3: The sessions that I attended helped me to understand how I think and feel about the ExTFP. Agree - 13; Disagree - 6

We discussed various professors and their method of grading, the program of studies and our feelings about several aspects of the total program.

Made me feel more confused about the ExTFP. Perhaps, I did gain greater understanding of why I have these confused feelings.

I know what I feel about the ExTFP, but I am not sure about my feelings toward the entire group of participants.

I felt I knew as much about the "program" before the group processing as after. However, I did get to know the fellow teachers better.

Item 4: I experienced a positive change in my attitude toward others in the program as a result of my participation in the group sessions. Agree - 14; Disagree - 6

As a result of discussions, I better understood the anxieties and problems of others in the group.

My attitude toward others in the program has not basically changed. I have always had a cordial relationship with each participant.

The sessions only confirmed my belief that we all live lives of "quiet desperation."

Little change in my attitude toward others in the program, i.e. my attitude toward the others is about the same as before group processing (I think). I don't really feel "I know" the people in my group any better than I did before the sessions.

I am more sympathetic toward many of the participants because I have found out about some of the problems members faced in some of the summer classes.

I had some reservations about some of the people. My first impressions were changed after listening and talking to other people.

This is definitely so. I feel I know those participants in our group better, and I am favorably impressed with them.

Item 5: I find it difficult to talk about my personal views and concerns. Agree - 7; Disagree - 10

I am eager to discuss the basic issues of life in order possibly to be persuaded to the "truth."

This really depends upon the situation and the particular people involved - (I did not have this difficulty at all times). However, in a situation such as the group processing, I usually do find some difficulty - i.e. in groups where I do not know people well and when it is a somewhat "forced" or "artificial" situation.

My views (personal) aren't that involved that they could not be discussed.

To a point, but I operate out of a sense of security, because of my life views based on Christian conviction.

Item 6: Summarize your group experience in terms of whatever aspects were significant (negative and positive) to you.

Established a degree of esprit de corps.

I feel the group as a whole became better acquainted, and personally I feel for the most part it was positive for the group and for myself.

I don't fit in too well with group process approach since I'm too reserved about revealing what and how I really feel. I regard the group as strangers in the context of revealing my problems. However, I learned a lot about those who are less reserved than myself.

In general, I can't say the group experience had any really significant aspect to me (negative or positive); "neutral" is a better term for me. Limited negative - had hoped to gain greater understanding of racial issue - did not achieve this ....

I think they were a waste of time.

I have a positive reaction to the group process experience. It enabled me to become more familiar with other members of my group. I think that all of us face problems and frustrations that are common rather than unique to each individual.

Item 7: Describe the feeling and expectations you had about the group prior to the first session.

Went in to it with negative attitude, came out with a much more positive reaction.

I was anxious and apprehensive primarily due to the uncertainties about "sensitivity."

The expectation was that there would be a deliberate attempt to antagonize members of the group, to arouse emotions, and to discuss those things about which people are very sensitive. Nothing of this sort took place.

I had apprehensions concerning the program which was compounded by failure to know the objectives. Traditionally, I had felt that psychologists had little to offer. However, I have changed my mind on this bias and now feel comfortable with men such as the group leaders.